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Degree of Masters by Research in Education

Physical Education, Games and Physical Activity: an investigation into the attitudes of secondary school PE teachers, how these have shaped their practice, and the influence on their students.

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Abstract

This research investigates the influence of Physical Education teachers attitudes on their students as a result of the influence it has on their practice of Physical Education, Games and Physical Activity (PEGPA). An individual's attitudes are ever changing, are ascertained through their unique experiences (Harrison, 2007) as well as embedded in memories (Fazio, 1986). Arguably, Physical Education teachers develop their attitudes through the process of Occupational Socialisation, a model presented by Stroot and Williamson (1993), an adaptation of Lortie's (1977) framework. This framework is explored in the literature review and used throughout the discussion to understand the study's findings. The three stages of the Occupational Socialisation framework are anticipatory, professional and organisational, reflecting those attitudes teachers acquire during their time at school, during teacher training and when they transition into the workplace. Such a learning of attitudes is recognised as an apprenticeship of observations (Schempp, 1989) and is conveyed in this research as those attitudes the participants learnt from their own PE teachers and now reproduce in their own practice.

The study design consists of 4 online interviews with Physical Education teachers from the same department and 11 questionnaire responses from their Key Stage 4 female students. The research findings highlighted four key themes in the data. The concepts habitus, capital and doxa (Bourdieu,1977; 1984; 1986); are used to explore the role of Physical Education teacher's attitudes shaping their practice in the field of PEGPA, and what potential influence this has on their students. The data indicated a high value of Physical Activity for Key Stage 4 students to ensure they can lead healthy active lifestyles prior to leaving school, which aligned with the aims of the national curriculum for PE (Department for Education, 2013a). The high value for Physical Activity is discussed as an organisational factor. It is noted how the attitudes of the teachers interviewed have shaped their practice to provide an educational climate where every student is able to opt into an area of the curriculum where their habitus can align with the field of PEGPA (Theoharris, 2008). Finally, external factors perceived by Physical Education teachers to influence their students' participation are also touched upon within the discussion, including parental attitudes towards Physical Education.

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Chapter 1: Introduction

1.0 Personal Rationale

At the same time that GCSE Physical Education showed me that Physical Education (PE) was something more than just my compulsory PE lessons, I also began studying Sociology, where I discovered an interest for the social world and how we interact. My undergraduate studies married the fields of PE and Sociology together and my dissertation discussed the relationship between social-class and participation in sport, concluding that there was an influence of social-class on the sports people played, as well as the level they played at. The boundaries of my dissertation catalysed the principles of this research as I wondered how different secondary school environments could influence the participation of students. Further information regarding the context of my positionality in the context of this research is outlined in section 3.6.4.1 of the methodology. In the early stages of developing my research proposal I reflected upon my time as a student in PE and what my participation was influenced the most by; the answer being, the attitudes of my PE teachers towards the subject. What came next was the accessibility of research; I had been educated in the state-sector yet now was employed within the independent sector, thus an interest in how teachers' attitude towards PE had the ability to influence their students across different environments began. This interest founds my personal rationale as a researcher, as I believe that every student no matter what sector they are educated in, should have equal opportunities within PE, Games and Physical Activity; with the influence teachers' attitudes being a factor of interest stimulated by my own teachers in PE. This research was conducted within an independent school. However, there were prior arrangements for the research to also take place in a state school, impacted by the implications of the Covid 19 pandemic, discussed in 1.4.

1.1 Academic rationale

To justify the conduct of this research a gap in existing literature has been identified. As outlined in the literature review (chapter 2) of this paper, a vast amount of literature exists which focuses on how attitudes are formed through memories, experiences and interactions with the social world (Fazio, 1986; Eagley and Chaiken, 1993; Albaraccin, Johnson, Zanna and Krumkale, 2005; Harrison, 2007). As well as this, literature explored the ways in which Physical Education teachers

are able to influence their students through teaching styles, their teaching practice, and educational climates (Graber, 1995; Mooston and Ashworth, 2002; Morgan, Kingston and Sporule, 2005; Iserbyt, Ward and Martens, 2016). However, there is a void within literature in collaborating the two suggested territories of existing literature, where the ways in which teachers are able to influence their students as a result of how their attitudes were formed.

Using the Occupational Socialisation framework (Stroot and Williamson, 1993) and Bordieuan concepts, this research aims to begin contributing towards filling such a gap by investigating how the attitudes of Physical Education teachers are formed and the ways in which these attitudes influence their practice, as well as the subsequent influence this has on their students across PE, Games and Physical Activity.

1.2 Research Aim and questions

In light of the gap in the literature outlined above, the research aim is to investigate how Physical Education teachers' attitudes towards Physical Education, Games and Physical Activity are shaped; the influence these have on their practice and how this can go on to influence their students. This research aim is subsequently supported by the proposal of 4 key questions;

1. Through which phases of experiences do Physical Education teachers attitudes towards Physical Education, Games and Physical Activity form?
2. What attitudes do Physical Education teacher's hold towards Physical Education, Games and Physical Activity?
3. In what ways do Physical Education teachers perceive their practice to influence their students?
4. Which external factors do Physical Education teachers perceive to influence their student's participation in Physical Education, Games and Physical Activity?

1.3 Structure of the thesis

Reflective of the research aim and questions, this study is oriented around the influence of teachers' attitudes on their students through how their practice is shaped. What follows the introduction is a review of existing literature (chapter 2) in the area, followed by chapter 3, which outlines the research process in detail. The research was conducted using online interviews with 4 Physical Education teachers who teach Key Stage 4 girls (KS4), alongside the participation of 11 KS4 female students via responding to an online questionnaire during their remote learning. The sample population was elected as KS4 female students due to consistencies within literature

highlighting the inferiority of girls in Physical Education, as well as them being recognised as experiencing an inequality of opportunities and experience with PE, compared to their male peers

exists (Head-Rapson and Williamson, 1993; Thorne, 1993; Salisbury, and Jackson, 1996; Branham, 2003; Silva, Bothelho-Gomes and Goellner, 2012). Renold, 1996; Apple and King, 1997). However, once the data was collected and thematically analysed, the KS4 female participants' responses did not show support towards an existing difference in either opportunities or experiences compared to their male peers. In light of this, the sample of the 11 Keys Stage 4 female students who participated became a convenience sample through my employment within the research setting and accessibility to this Key Stage via remote learning.

Data collected from the online interviews with staff participants was thematically analysed and a series of 4 key themes were identified (figure 2). Discussed in chapter 4, the themes aimed to provide an insight into how the attitudes of Physical Education teachers are formed, what these attitudes are, their ways in which they are able to influence their students through them shaping their practice, and other external influences on their students. In chapter 5, the research questions are responded to as conclusions are drawn from the discussion of the data, as well as a reflection on the research process and thoughts towards implications for further research.

1.4 Prior Intentions for research.

Prior to closing the introduction and beginning with the literature review, it is important to highlight the original intentions for this research which were to investigate the influence of Physical Education teachers' attitudes, with a comparison of findings of a state school and an independent school. Due to the Covid-19 Pandemic, the participation of the state school was

withdrawn as a result of school closures and social distancing, meaning the research was no longer able to be an investigation between the different environments. Instead, the research took place in one fee-paying independent secondary school in the U.K, to which I was employed within, meaning they were willing to support the research via remote learning, despite the school's closure during the national lockdown. The research process of the thesis was modified prior to any data being collected, with the follows being a singular school research setting study in the PE department of an independent non-selective school.

Chapter 2: Literature Review

2.0 An introduction to Physical Activity, Physical Education and Games

Becoming and staying active is an ethos encouraged across some schools in the United Kingdom (UK) as a consequence to government and societal pressures to use Physical Education (PE) in preparing students for their future participation in Physical Activity (PA) once they leave school (Penney and Jess, 2004). Additionally, the relationship between a PE teachers' value of their subject and the influence this has on their students is seldom to be explored through the perspectives of both teachers and students themselves (McEvilly, 2015). With each school offering differing levels of opportunities within Physical Education, Physical Activity and Games (PEGPA); the following discussion aims to understand the attitudes of PE teachers towards PEGPA, how they shape their teaching practice and the influence they are able to have on their Key Stage 4 (KS4) female pupils. Definitions of the term attitudes will then be explored, followed by how they are formed through individual experiences. The understanding of attitudes will then be applied to the context of PEGPA, to discuss the potential influence PE teacher's attitudes towards PEGPA can have on their students via hey way attitudes shape their practice.

2.1 Defining Physical Activity

PA is the broadest of the three terms to be explored and has much more scope than PE and Games. External to an educational context, PA is presented most recently to the UK as a solution, a panacea of sorts, to society's problems and illnesses (Department of Health and Social Care, 2019) (DfHSC). This paper comes from the Chief Medical Officers who understand PA as a vehicle for good health but also a structure that brings people together to enjoy shared activities and contributes to building strong communities (DfHSC, 2019:3). Additionally, within the context of PE, PA can be defined as bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities (Association for Physical Education (AfPE), 2015:4). The existence of PA governs that of both PE and Games, as it encompasses the full range of movements that keep us physically active, including indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g.,

walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening *(AfPE, 2015:4)*. This broad range of movement, governed by PA, is illustrated in via an infographic (Department for Health and Social Care, 2019) (appendix 1), which shows a wide scope of day-to-day movement being encompassed by the concept of PA. The infographic also shows how the both PE and Games could also be covered by PA through giving students the opportunity to move and to be Physically active. The broadness of ways one can partake in PA means that PA is inclusive of all movements including PE and Games, and within schools learning through PA is achieved through the implementation of PE and Games into a school's curriculum.

2.2 Defining Physical Education

PE is part of a school's curriculum, defined as the planned, progressive learning for all students that takes place within the school curriculum and involves both learning to move and moving to learn (AfPE, 2015:1). Two notable points extracted from this definition are; 'learning to move' and 'moving to learn'. What distinguishes these two concepts are the competencies developed within them. Learning to move has a central focus on developing physical competencies when performing whereas moving to learn focuses on developing a range of competencies wider than physical ones such as working with teammates (AfPE, 2015). Both concepts which aim to develop can be understood and illustrated through the domains of learning (Kirk, 1993), which are the cognitive, social, psychomotor and affective domains. The *learning to move* aspect of defining PE draws upon the psychomotor domain, involving the development of physical competencies. Physical competencies are outlined by Education Scotland (2017) to include coordination and fluency, gross and fine motors skills, rhythm and timing. Additionally, the concept of moving to learn incorporates those cognitive, social and affective domains of learning through developing competencies such as decision making, communication and resilience (Education Scotland, 2017). The domains of learning outlined by Kirk (1993) are able to be matured and refined through learning such competencies via the content of a Physical Education curriculum provided to students across schools.

2.2.1 Physical Education Curriculum

The content of PE can be guided and learnt through the National Curriculum for Physical Education (NCPE); a document published by the Department for Education (DfE)(2013a). The NCPE is a scaffolded guideline for schools to follow, with the purpose of offering pupils the opportunity to participate in competitive sport and other physically-demanding activities. The NCPE admits itself to four fundamental aims, which aim to 'ensure that all pupils (1) develop competence to excel in a broad range of physical activities, (2) are physically active for sustained periods of time, (3) engage in competitive sports and activities, and (4) lead healthy active lifestyles' (DfE, 2013a). These aims of the NCPE do not vary across Key Stages 1-4, however the subject content for each Key Stage progresses with particular reference to competence and variety of activities as students reach KS4. KS4 is those students from 13-16 years of age, known as years 10 and 11. When transitioning from into KS4, in PE students are encouraged to *continue* to participate in competitive sports outside of school, *evaluate* their performances, *develop* their range of tactics and techniques and participate in *further* outdoor and adventurous activities (DfE, 2013a). The subject content of the NCPE (DfE, 2013a) aims to prepare students to participate in sports outside of PE through community links and sports clubs as the end of their formal PE approaches, due to PE becoming non-essential as students move into their KS5 education. The role a PE teacher plays in a student's learning will differ between schools as a result of different schools having the ability to sculpt different curriculums of PE. Private schools are not required to manifest the NCPE, but can do so if they desire, meaning that a student's experience of the PE curriculum across types of school can be somewhat similar depending on what their PE department offers. Oh and Graber (2019) investigated the attitudes that PE teachers held towards implementing the National Curriculums in PE, highlighting those individual profiles will be sculpted for each Physical Educator based upon their individual experiences influencing how relevant they perceive Curriculum to be in PE. These individual attitudes teachers hold towards their PE curriculums being shaped by experiences opens literature up to the understanding of the role teachers' attitudes have on influencing their students. In hope to understand the role of teacher attitudes on influencing their students the following part of this discussion will follow the definitions of attitudes, how they are constructed and how it is possible for them to influence their students. As well as a schools PE curriculum, they are also able to deliver Games as an opportunity for students to stay active.

2.3 Defining Games

The term Games is used more loosely than the term PE within the curriculum. Known

 differently across varying institutions, the term Games is also referred to as 'School Sport' and defined as the 'structured learning that takes place beyond the curriculum (i.e., in the extended curriculum) within school settings. It is also seen to form vital links with wider community sport and activity *(AfPE, 2015:4).* From this definition an understanding of how Games is structured and exercised within the school in this study can begin to be understood. Whereas state school's often implement Games as extra-curricular activity, independent schools, inclusive of the one participating in this research, deliver Games as a compulsory subject timetabled into the curriculum across year groups, as well as in extra-curricular opportunities. This knowledge outlines that Games are used within both the formal curriculum of PE and in the extended curriculum in the school participating in the study.

2.3.1 Understanding how Games are used differently between institutions

The use of Games differing between schools can enhance the understanding of its existence within the independent school participating in the study, and such differences in use can be attributed to the historical significance of Games within the NCPE; a framework required to be used in state schools but not in independent schools. In 2013 the NCPE underwent a reformation resulting in a significant decline in references to Games. Prior to the reformation of the NCPE, the use of Games was referred to multiple times across the 11-16 age groups, these included; 'invent their own Games' (p5); 'participate in team Games'; 'take different roles in several Games'; and 'know and observe the rules of Games'; (Department of Education and Science, 1989:5-6). The NCPE reformation saw references to Games go from a multitude, to one singular reference, where students were encouraged to 'use and develop a variety of tactics and strategies to overcome opponents in team and individual Games' (DfE, 2013a:3). When analysing the decline of references to Games compared to its heavy use in the previous national curriculum, the evolution of Games between types of school can be observed, with the knowledge that independent schools are not required to use the NCPE at the forefront of reasoning. In the previous curriculum, 'Games' were covered in across sections of the curriculum, outlining the subject content, aims and assessment of Physical Education for students. The decline of specific reference to Games came with an increased diversity in PA in

the curriculum being taught, including both team and individual Games, as well as athletics, dance, gymnastics, and outdoor and adventurous activities (DfE, 2013a). Within the drafting period of the newly reformed NCPE, it was indicated that 'there should be a more flexible approach to PE which included a wider range of PA to set patterns for life and help combat obesity.' (DfE, 2013c:17), partially leading to an increase in types of activity being used in the curriculum of state schools. As they are required to cover the different areas of the NCPE, state schools were shaped through the changing curriculum, whereas although they are able to use the NCPE, independent schools have always had ownership on what forms of PA they deliver in PE and across their curriculum, thus leaving the NCPE having less impact on the content independent schools delivered when it was reformed. This meant that prior to the reformation, schools within the state and private sector may have used Games in a similar way whether they were required to abide by the NCPE or not, and as state schools were required to move away from this, independent schools carried on using Games as a key part in the curriculum.

2.4 Exploring the definition of attitudes

A fundamental point addressed in literature when exploring the phenomena of attitudes, is the concept that attitudes are constructs of individual personal experiences and that through individual experiences the attitudes learnt become embedded in the existence of the individual (Harrison, 2007). What follows is a review of literature outlining how the embedment of attitudes through experiences, has the potential to influence what is taught, how it is taught and the influence on those students who are taught.

In order to understand this potential influence of attitudes, it is important to understand the evolution of the definition of attitudes. Defining attitudes can be an ambiguous task due to the flexible circumstances they are shaped through, however through exploring different definitions, a purposeful definition for this study could be discovered. An early definition of attitudes suggests that they are shaped and embedded through memories (Fazio, 1986). Additionally, Eagely and Chaiken (1993) refer to attitudes as psychological tendencies, which are evaluations individuals attach to particular events, objects, or other individuals. These early definitions of attitudes both rely on experiences and evaluations as the core development of attitudes and it is these foundations that have continued to be highlighted in

literature. Albarracin, Johnson, Zanna, and Krumkale (2005), outlined that when studying attitudes, it is important to consider the following; investigate evaluations individuals have towards others, objects and events. As well as investigating the evaluations individuals possess, it is necessary to recognise 'how they are formed, changed, represented in memory, and translated into cognitions, motivations, and actions' (Albarracin *et* al, 2005:3), similar to those ideas of memories and evaluations noted in dated literature. Utilising these guidelines as a foundation, this research investigated attitudes by composing questions which have the potential to critically analyse participants' evaluations of Physical Education, including those that may have been established from past experiences, or those that motivate them day-to-day being an educator of Physical Education and what influence these have on their students. Prior to Albarracin *et al*'s (2005) understanding of attitudes, literature has offered an extensive range of frameworks to aid knowledge on attitudes; with three common components recurring throughout; beliefs, affect, and behaviour (Berkowitz, 2000; Fishbein, and Azjen, 1975). Combining knowledge from dated through to contemporary literature, this trilogy of components offers an explanation as to how attitudes are constructed. Beliefs refer to the cognitions in individuals where attributions of situations are apprehended, depending on the likelihood of the event happening; affect is associated with the feelings of an individual, and the feelings they experience; and behaviours are the observable actions individuals display. This scaffold of attitudes serves its purpose in investigating the attitudes of Physical Education teachers, by offering three domains to investigate within this research; teachers ' cognitions, feelings and behaviours. Voas (2014) once more brings this recurring essence of judgements or evaluations to the surface through suggesting attitudes are everyday judgements, and it is these judgements that are consistently referred to as stable structures of memory producing attitudes. Thus far, the definition of attitudes has been shaped by the foundations of what attitudes are built upon, what they are influenced by and how they are influenced. However, it is important not to exclude the notion that attitudes can also be affected through different contexts (Albaraccin *et al,* 2005).

2.4.1 How teachers' attitudes influence their teaching practice

For the purpose of this research, it is important to understand in which contexts teachers of Physical Educations attitudes could be influenced. Using Mosston and Ashworth's (2002) spectrum of teaching styles, Morgan, Kingston and Sproule (2005) focussed on the context of

teachers' experiences stimulating their selection of the teaching styles that they embed into their teaching having the ability to influence the motivational climate of their students' Physical Education. The employment of teaching styles is selective and as outlined by Mosston and Ashworth (2002) cited by Morgan *et al (*2005), alternative teaching styles should be selected by PE teachers in order for students to achieve the learning objectives and an understanding of how attitudes can influence this selection should be understood. The findings indicated that an inclination to opt for reciprocal and guided discovery teaching styles rather than command styles (Appendix 2); showed higher adaptations of cognitive behaviours from the students, highlighting the influence teachers' decisions and choices have on their students. With attitudes being shaped by experiences as suggested in literature, it is suggestible that experiences influencing teaching styles is an avenue of context to explore in relation to teachers' attitudes, reflective of the nature of this research. Taking this into consideration, Morgan *et al's* (2005) study can be utilised as a starting point into understanding how to investigate teachers' choices and attitudes can be interlinked, which in turn influence their students through the choices shaping their practice. As well as teaching styles, Graber (1995) indicates that an educator's pedagogical content knowledge (PCK)(Schulman,1986:4) is implemented into lessons in the same way as teaching styles, suggesting that the ability of students being taught, alongside the level of support from other teachers in a PE teachers department could be two factors that have the potential to alter a teacher's influence on their students via attitudes towards the pedagogical models they use. This notion was more recently supported through research from Iserbyt, Ward and Martens (2016), who explored the effect of the content knowledge of teachers on their practice in Sport Education contexts, finding that where content knowledge (CK) of teachers increased, so did the positive experiences of those being taught. To summarise, the teaching styles, PCK and CK of teachers, where implemented correctly can enhance the experiences of students. Where attitudes play a role in this relationship is the understanding that teachers' attitudes and beliefs towards which parts of these three elements should be implemented for success can differ between individuals, and therefore their practice being influenced by their attitudes will in turn shape the experiences of their pupils.

Other than teaching styles and PCK being elements of teaching being a reflection of a teacher's attitudes, a further element of attitudes already noted to be recurrent throughout literature as having an influence on an educator's teaching is the idea of beliefs. Much like attitudes

there is not a single definition of beliefs which suits each need for the term and so definitions vary throughout literature. Beliefs can be understood to be based upon propositions or ideas individuals hold towards certain situations, others, or events (Matanin, and Collier 2003) and consequently will differ between individuals. Similar to attitudes, beliefs are acquired over time and are learnt through experiences at any point in an individual's life (Pajares, 1992). This is a possibility for PE teachers too, with recent literature highlighting that PE teachers are more likely to have entered the profession if they were successful within Physical Education as students in the subject, due to success leading to an enhanced sense of self being a 'sportsperson', or 'athlete'; leading to their 'biographies' being extended through employment in Physical Education, Sport, and PA. It is these experiences from being students in Physical Education which enable beliefs to be embodied as source points for individuals to make evaluations as they become teachers, which in turn influence their actions and validate their choices in teaching which stem from such experiences (Everley and Flemons, 2015: cited in Capel and Whitehead, 2015). These references to an individual's experiences as a student having the potential to influence their attitudes as teachers produce the idea that there is a platform to prompt accounts of experiences from a PE teachers' time as a student in PE having the ability to have shaped their attitudes. The amalgamation of existing literature on what is known about beliefs being an element of attitudes, sees the two terms become intertwined. Over time different frameworks and models have been both introduced to illustrate the relationship between attitudes and beliefs, and how PE teachers attain these through a process of socialisation.

2.4.2 The socialisation of teacher's attitudes

The beliefs and attitudes of teachers have also been collectively coined as their ideologies (Green, 2003) and it is through a process of socialisation that such attitudes and beliefs can become internalised into their teaching philosophies and the methods they use in their classrooms (Green, 2008). Copious literature allows us to understand how attitudes become part of teachers' nature, illustrating the process through different frameworks. Lawson (1986), presented three types of socialisation that contribute to the process of teachers forming attitudes via their experiences; acculturation socialisation; professional socialisation; and occupational socialisation. Cited in Green (2008), Lawson's (1986) three stages of socialisation outlines acculturation being those experiences embodied during early childhood and adolescent PE, professional as those

experienced during teacher-training that led teachers to believe in what makes good practice, and occupational, and occupational as the beliefs and attitudes internalised during their career through encounters with colleagues and pupils. These three types of socialisation had been seen in essence prior to Lawson within literature by Lortie (1977) and more recently in a newer edition (2002), who provided literature with the occupational socialisation framework which was comprised of three stages, anticipatory, professional, and organisational, which reflected the same essence that those three socialisation stages Lawson suggested did.

2.4.3 The occupational socialisation framework

Lortie's (1977) occupational socialisation' framework was adapted by Stroot and Williamson (1993) to offer an understanding on how a PE teacher's beliefs and attitudes towards their subject can influence their students. This framework (Appendix 3) has been outlined to justify its usefulness in identifying the beliefs and attitudes of the staff participants within the study, in hope to understand how PE teachers influence their students. The three different phases; can be used to interpret how a teacher's 'subjective warrant', also known as their beliefs and attitudes, evolve over time (Stran, and Curtner-Smith, 2009).

The anticipatory stage of the framework focuses on those attitudes and beliefs learnt by PE teachers prior to their teacher training, a notion further outlined recently in Everley and Flemons (2015) where teachers' sporting identities are biographies of their success in Physical Education as students, leading to a reproduction of their educator's attitudes in their own teaching. This is an idea previously addressed by Harvey and O'Donovan (2013), who suggested success in Physical Education leads to a student's developed sense of self in the subject and influencing them to become PE teachers themselves. Comparing similar ideas of Schempp (1989) and Lortie (2002), both refer to beliefs being learnt in the classroom prior to being an Educator as an 'apprenticeship of observations', an inclination of the anticipatory stage of the occupational socialisation process where beliefs are learnt prior to becoming an educator. An 'apprenticeship of observations' means that the beliefs and attitudes of students are constantly evolving through a process of observing their teachers whilst learning, thus justifying the usefulness in investigating the influence of teachers' attitudes on their students. The idea of an apprenticeship of observations, can be applied as a context for learning in the anticipatory stage and is a recurring idea in literature that those who are successful in Physical

Education are more likely to become PE teachers. Combining this with the notion of students learning their beliefs through observing their teachers; infers the idea of an indefinite 'cycle', where teachers learnt attitudes, influence their students' learnt attitudes through observation, who if then become PE teachers themselves, continue the influence further. With beliefs being a building block to attitudes, through the process of interviewing PE teachers and collecting data through online questionnaires with students, potential relationships of beliefs between the staff members and their students are highlighted in section 4.3, in order to evaluate the influence PE teachers, have on their KS4 female students.

Following the Anticipatory phase is the Professional phase; beliefs that are learnt during the formal training to become a Physical Educator. It is within this phase where beliefs an individual may have previously learnt being an 'apprentice of observation' will be challenged and altered through the provision of new information given and the experience of professional placements (Timken and McNamee, 2012). For the purpose of this study the professional phase was not to be explored as the anticipatory phase was, due to it offering little base for crossed-comparisons of beliefs in influencing students, as students would not have yet reached the point of formal teacher training. However; within the interview phase of the study, participants were able to reflect on any significant moments they believed may have changed their attitudes and beliefs towards Physical Education, which had the potential to include their teacher training as part of documenting their experiences. These methods of reflection can aid the understanding of the complex link between an individual's beliefs and their practice as a Physical Educator (Everley, and Flemons, 2015). Finally, the third stage which overlaps the professional phase is the final organisational phase; coming into action when an individual emerges from their formal training into being a newly qualified teacher (NQT) (Everley, and Flemons, 2015). The organisational phase looks into how attitudes and beliefs are affected by the external frameworks around the individual, such as their colleagues and school ethos'. During teacher training, a Physical Educator will develop an initial catalogue of pedagogical knowledge (Schulman,1986:4), assembled from different models and frameworks designed to be implemented to enhance learning (Watkins and Mortimer 1999); although the extent to which they implement these into their teaching before being altered by these organisational factors will differ between individuals. Aldous and Brown (2010) note how when joining a new department, an individual may suppress their existing attitudes and beliefs and be influenced to alter the pedagogies through embedding those part of

their new department ethos. This could be understood through Bourdieu's (1977) notion that an individual's habitus is not fixed, that it is everchanging through their interactions and experiences, suggesting that when entering a new field an individual's habitus 'lags', with the catch up of this lag being the suppression of an NQT's existing attitudes as well as the departments attitudes of the doxa becoming part of their habitus. The catch up to their lagged habitus which may have previously conflicted with the doxa of their new department takes place in order acquire capital in their new field. This process was identified during interviews by participants through the ways in which their institution's structure enhances or limits their beliefs, attitudes and ability to influence as a PE teacher

2.4.5 Organisational factors influencing teachers and the way they teach.

Across literature, organisational factors influencing the shaping of the attitudes of teachers has been discussed, one being the influence of teaching standards and educational climates. In schools, teachers can have a great impact on their students with the educational climate that is created. They are responsible for creating an equitable climate that promotes and enhances success, or one that inhibits their students to excel (Theoharis, 2008). To curate such a climate, teachers are expected to follow the teaching standards and deposit these into their teaching, with teaching standard '1' outlining a teacher must *'Set high expectations which inspire, motivate and challenge pupils'* (Department for Education, 2013b:12). Stornes, Bru and Idsoe (2008) investigated the impact of educational climate influencing students, discovering a high influence of a mastery-orientated classroom. Although the findings were not considered in relation to the teaching standards, mastery-orientated teaching climates are one way in which teachers are able to achieve teaching standard 1 of inspiring, motivating and challenging pupils. In relation to the knowledge of teachers' experiences shaping their attitudes which ultimately have an influence on the pedagogies, teaching styles and content they embed into their teaching, it is suggestible that their attitudes also have an influence on how they are able to influence their pupils through referring to teaching standards. Through interviewing PE teachers upon their attitudes towards their subject, whether or not they reach the teaching standards were not investigated, but rather their attitudes shaping a classroom climate that consequently influence their students through the setting of high expectations which inspire, motivate and challenge pupils. In addition to teaching standards, another organisational factor that has been observed to shape the attitudes of teachers and the way

they teach is the influence of leadership; in the context of this study - the ways in which head teachers as leaders can influence their staff. This idea explored by Gariner and Enomoto (2006); Theoharris and Haddix (2011); and Nadelson, Albritton, Couture, Green, Loyless and Shawl (2020) discovered that those in charge can promote an equitable educational culture if they value the use of instructional leadership, collaboration, advocacy and decision making. Although these elements of leadership have been analysed to have an organisational effect on teaching and attitudes which in turn influence their students, it is important to note the geographical context of this strand of research being situated in America. This means that the findings cannot be accurately related to UK education in the context of this study due to education systems and structures across different nations. However, through interviewing teachers, this study investigated whether there are similar leadership influences within the UK through prompting PE teachers to recognise any organisational factors, including leadership, that may influence their practice. Moreover, returning to the discussion embodying attitudes at its core, Nadelson *et al* (2020) further indicated that teachers' attitudes are a singular part of their educational equity mindset, which is not only affected by the organisational influence of leadership, but also by its combined makeup of perceptions, attitudes, beliefs, thoughts, and dispositions. It is these elements that can be utilised to attribute meaning to the choices they make; explain how they act and what influence they can have on their students. Nadelson *et al* (2002) positioned the structure of an educational equity mindset upon an extensive literature review from French II (2016) which indicated knowledge as a founding block of mindset. The review further recognised a familiar idea within psychological literature that an individual's mindset is reminiscent of an individual's unique experiences, their identity and perceptions of self, and in turn has an impact on how they interact with others; a notion previously brought to attention by (Taylor & Gollwitzer, 1995). Between the literature explored that observes attitudes in both psychological and educational contexts, there is a common notion that a Physical Educator's mindset is partially made up of attitudes. These attitudes can then be influenced by significant individuals such as headteachers, department leaders, and even significant others from teacher training. This knowledge shapes the understanding that the factors that influence teachers' attitudes, can in turn influence students through the choices made as a result. As well as literature from psychological and educational contexts, sociological literature also contributes to the formulation of attitudes.

2.5 The key terms of Bourdieu's work and their role in the research setting

As addressed, the concept of contextual factors influencing an individual is also present in sociological literature as well as literature surrounding education. Such literature will be used throughout the sub-section to understand the socialisation of teachers and the influence of their attitudes on their practice, with a focus on the field of PE. When referring to PE as a 'field', it means that as a social space, PE is a place where beliefs and values are ingrained and learnt via a range of relationships and experiences which take place in said 'field' (Bourdieu, 1984). This means that as a social structure, PE embodies its own norms and values which serve to function the relationships of those individuals within the field; known as the fields' 'doxa' (Bourdieu, 1984: cited in Quarmby 2014). The term doxa refers to those unofficial elemental, collective beliefs, that everyone in the field is conscious of, yet they go unchallenged (Larsson et al, 2016). Bourdieu (1977: cited in Larsson et al 2016:116), defines doxa as a representation of the 'collective beliefs, norms and attitudes about the ideal or 'right practice'. In the context of this study, interviewing PE teachers about their attitudes towards the field (PEGPA), it allowed for a better understanding of the doxa in field the research took place in. In addition to the ideas of field and doxa, Bourdieu also discussed the term 'habitus', which is described as 'socially acquired, embodied systems of schemes of disposition, perceptions and evaluation that orient and give meaning to practices' (Bourdieu, 1984). In other words, an individual's habitus is composed of an individual's unique combination of their dispositions, characteristics, and experiences. In the case of this research, it is how a teacher's attitudes are part of their dispositions, characteristics, and experiences and the impact these then have on their practice and the influence this in turn has on their students; as well as how the habitus of individual students aligns with the field of PE and Games in their school.

Quarmby (2014) applies Bourdieu's terms and their influence in Sport and PA, through researching the lives of looked-after-children in care homes; with the field being their care home, the doxa of within the care home, and how their habitus interacts with this. Quarmby's (2014) work provides a useful understanding of how Bourdieu's terms can be applied to analyse relationships between a student's habitus and PA. Additionally Quarmby's (2014) research demonstrated how home life can have an influence on students experiences with PA, which is something to be acknowledged later in this research. Furthermore, Quarmby's (2014) work contributes an understanding on how the terms coined by Bourdieu can be applied to

the context of this research, with the recognition of the home (the field) playing host to a hierarchical structure as part of the doxa. Although it is important to recognise that Quarmby's (2014) work took place in a home for looked after children which was not the traditional setting for those students in the research setting of this study, the students also exist as part of a hierarchal structure in their home, with parents having the potential to influence their participation in PEGPA. This was recognised in research by Cheng, Mendonça and Farias Júnior (2014) who concluded that the participation of parents in PA has an influence on the participation of their offspring. In essence, if the family value participation in PA, then the student's habitus in PE and Games will be better fit to the doxa and in reverse, if parents do not value their children's participation in PE and Games this could shape their habitus in a way that will give them difficulty in aligning with the doxa of PE and Games when at school. Section 4.4.1 will further discuss how PE teachers perceived students' parents to be influential on their participation, thus aiding in understanding how a student's habitus shaped through the hierarchal structure of their home life, interacts with the doxa of their Physical Educational field.

Having pulled Bourdieu's three terms together in a PA context, they can be used to demonstrate the process of how when entering any field, an individual's habitus will determine the level of capital they accumulate, dependent on how well their habitus aligns with the field's doxa. Capital, a fourth term used by Bourdieu (1983: cited in Richardson, 1986), can be understood through the word power. Capital takes different forms, with each form influencing the field of PE differently. Oh and Graber (2019) listed a class of conditions through which individuals could acquire capital, in turn moderating the fit of their habitus to the field, these included social capital, physical capital and economic capital. The contribution of capital to this discussion is the knowledge that how well an individual's habitus aligns with the doxa of the field they enter, influences the social capital accumulated by the individual in the field of PE. Social capital is associated with the social structures of a field and how connections with, and belonging to different groups provides collectively owned capital to its members (Bourdieu, 1983). Combining social capital with economic capital, which is concerned with money, the idea of capital can be applied to the context of this research through the characteristic of school fees, relevant to the context of this study as the research setting was an independent school. Lynch and Moran (2006) produced findings from a meta-analysis of

studies with a 'second-level' focus in Ireland (secondary-level education in the UK), indicating the existence of middle-class families accumulating cultural capital through opting for fee-paying education. This could be similar for schools within the UK, where families are able to opt for private education, thus accumulating cultural status as part of their habitus within their social field, or school field. If so, this notion could be reminiscent in this research, as the school being a private fee-paying boarding school, the levels of economic status could have an influence on students and staff member's experiences and attitudes in PE and Games. By drawing upon the foundations of this research of what influence a teacher's attitudes could have on their students, there is the possibility for it to be influenced by how their levels of capital and habitus are perceived by and are aligned with their students.

At the core of the interconnection of habitus, doxa and capital in the field of PE, teachers' attitudes and beliefs become a product of their practice. This sentiment of thought was recognised early on by Brown (1999), who suggested PE teachers were inclined to utilise their habitus when devising lessons to communicate their perceived intentions of the field. This has the potential to influence the experiences of their students, as it can help to explain why teachers govern specific attitudes and how this influences their students through shaping their practice to fit the doxa of the field. Relating this to the forementioned organisational phase of occupational socialisation, it is through their attitudes that PE teachers may wish to transform the doxa in order to benefit their own position within the field (Hornsey and Gubby, 2021). In the relevant context, this would mean that those teachers who have attitudes towards wanting a change in their practice, would need to change the doxa of the field for this to be possible. Equally, cited in Hornsey and Gubby (2021), Bourdieu (1977) mentions that those who preserve the status quo struggle to maintain the existing doxa. Sections 4.1.3 and 4.3 discuss interview data to understand whether PE teachers maintain or adapt their practice in line with such a 'status quo' and the doxa of the field the enter.

Drawing the conversation on Bourdieu's terms and their place in the context of this study it is important to identify that class is just one social characteristic that has the potential to influence the existence of habitus and capital within PE. The experiences individuals sustain through the existence of gender as a characteristic, is a further significant factor which holds the ability to shape an individual's habitus, capital, and experiences within the field of PE.

2.5.1 The Hidden Curriculum

One way in which experiences with gender are influenced and shaped is through the hidden curriculum. Dodds (1985: Cited in Walton-Fisette and Sutherland, 2018:462) referred to the hidden curriculum as being one of four levels within a functional curriculum, defining it as the 'unexamined or unexplained processes and pedagogy of teachers; reflexive aspects of speech, action and organisation at an unconscious level'. Defining the hidden curriculum in this way contributes to a clearer understanding of how teachers can influence their students via their attitudes through their students learning implicit messages at an 'unconscious level'. As mentioned by Wilkinson and Penney (2014) the messages suggested to be learnt by students, are taught through the speech and action of teachers at a subconscious level can relate to knowledge, values, norms of behaviour and attitudes (Skelton, 1997; Nutt and Clarke, 2002). Learning in this way was recognised by Cushion and Jones (2014), within sports coaches and educators having the ability to integrate their norms, beliefs and values through the informal structure of the hidden curriculum. One area the attitudes of a teacher can influence their students via the hidden curriculum, is gender. The notion of girls being inferior to boys in physical education is not unheard of in literature, and has the ability to shape a student's capital in relation to their habitus, through the unconscious learning of social, economic and cultural norms, tactically taught by teachers to influence students (Apple, and King, 1997). In the context of this study, the hidden curriculum can enable teachers to have an influence on their students in habitus via subconsciously teaching them about their body and their gender in relation to sport. The staff participants in this study will be engaged into conversation surrounding their attitudes, beliefs and experience surrounding gender in sport upon which it will be examined whether or not the teacher's attitude towards gender influence their practice and therefore influence their students.

2.6 The role of gender in PE

These implicit messages students learn about gender through the hidden curriculum, can be influenced through their teachers' own attitudes towards the relationship between specific sports/activities and gender, thus contributing towards the creation of gender norms in the field of PE. gender norms are the learnt roles, behaviours and stereotypes ascribed to gender

(World health Organisation, n.d). Azzarito, and Solmon (2009) suggest that PE contributes to the learning of gender norms, where students subconsciously learn about their bodies and what sports are appropriate for which gendered bodies. As they reach their GCSE, female students have been found to still differentiate sports as 'boys' or 'girls' (Velija and Kumar, 2009); and that when accounting for their experiences in PE, they are more reluctant to participate in sports they perceive as 'boy sports' (With-Nielsen and Pfister, 2011). teachers of PE have the ability to influence this learning of gender in relation to sport via admixing what they teach with their own experiences and perceptions of gender Rich (2004), thus creating a shared experience for the students and staff in their field. These experiences and perceptions of gender taught by PE teachers have reproduced inequalities for girls in Physical Education consistently over time, with findings being shown across literature. Earlier research in Physical Education highlights the inequality girls experience from being excluded from typically male dominated sports such as football and rugby within schools (Head-Rapson and Williamson, 1993; Thorne, 1993), learning that they are 'boys sports', with similar findings of male dominance in PE being continuously reproduced overtime (Salisbury and Jackson, 1996; Branham, 2003; Silva, Bothelho-Gomes and Goellner, 2012). The idea male-dominance isn't uncommon within PE literature, Brown (1999) centred research upon the male body and findings emphasised a tendency of muscularity and the male body being associated to success in PE. This was more recently highlighted by Gubby and Wellard (2016) where students accounted for boys having a physical advantage in sport, with a tendency to have heightened aggression and assertion. The reproduction of gender norms in PE having the ability to shape experiences within the subject is a male-dominated area of literature. This produces a gap in literature for emerging research to explore the way PE teachers can use their own class of conditions to influence their female students, including gender; as well as what provisions teachers could incorporate into their practice to lessen the gap in experiences between boys and girls in PE.

It is possible that such ideals of boys being dominant in PE can be reproduced by PE teachers themselves. This idea is brought to attention in earlier literature by Renold (1997), with girls being excluded within Physical Education being a result of PE teachers reproducing and maintaining gendered experiences within PE. It is unequivocal that girls experience Physical Education asymmetrically to boys. Flintoff and Scraton (2001) researched students' personal experiences in PE, which presented findings on those perceptions' participants had towards

the subject. Their findings suggested that the impacts of male peers and uniform codes girls' confidence and willingness to participate in Physical Education, which were ideas also supported later in literature by the work of Evans (2006); where it is suggested girls find uniforms embarrassing and consequently confidence levels from these have an impact on the enjoyment of Physical Education. From literature it can be derived that uniform is an organisational factor that has an impact on the confidence and participation of girls in PE, and for the purpose of the current research study, the concept of a PE teacher's attitude towards enforcing uniform policy having the ability to influence their pupils in either a negative or positive way can be investigated through engaging with students. These same themes are still evident in more recent literature with Murphy, Dionigi, and Lichfield (2014) contributing to the understanding of the teaching environment, uniform enforcement and pressure from male peers are factors affecting the influence of participation of girls in Physical Education. With these findings in mind, brought to attention earlier in the chapter was the concept of the environment a teacher aims to devise for their classroom is partially influenced by their attitudes, creating a platform for the influence of teachers' attitudes on their female students.

2.6.1 The experiences of girls in PE

With this in mind, another idea extracted from Flintoff and Scraton's (2001) research was the notion of a generational gap between the students and their teachers. This generational gap was used to explain that PE teachers have the potential to influence their students' attitudes towards PE through the selection of sports they chose to deliver in Physical Education. This influence can encourage through the delivery of gender appropriate sports; however, levels of appropriation are perceived by both teacher and student. For female students, appearance, slenderness and femininity were desirable characteristics to obtain when participating in PE, with such characteristics being associated with participation in feminine sports (Klomsten, Marsh, and Skaalvik, 2005). Feminine sports have always been associated with gracefulness (Metheny, 1965), with the same sports being referenced as feminine throughout literature (Pfister, 1993; Koivula, 1995; Klomsten, Skaalvik, and Espnes,2004). These sports include tennis, aerobics, dance and horse-riding being noted as feminine, whereas in the same literature the sports commonly deemed to be masculine were football and rugby, perhaps to the desired 'masculine' characteristics of speed, endurance, and team-spirit being ingrained (Koivula, 2001). Having already discussed the ability of a teacher to influence their students through how they chose to

teach, to now obtaining an understanding of different sports being associated to certain genders, the concept that teachers have the potential to influence their students via delivering sports perceived by the students to be appropriate to their gender and characteristics they desire in PE can start to be understood. This will be aimed to be achieved through the current research by gaining an understanding on teachers' choices of activity, as well as gaining an understanding of what activities they desire to deliver. Furthermore, the work of Gorely, Holroyd, and Kirk (2003) provides another look into the influence of gender-relevant activity in PE on the experiences of girls. Their research unveiled a common theme of physical capital being acquired where the student's habitus aligned with the activities participated in, with a strong recognition of the relationship between different body types being associated with alternative levels of success. The findings of the study revealed that specific body types were only desirable if they were associated with success in the field. One example accounted for by the female student participants was the use of being 'muscly' only being desirable if it would contribute to success as an athlete; suggesting an awareness of a person's habitus acquiring physical capital in different fields depending if it will lead to success within the doxa. An example of this awareness in the same study was the participants' awareness that a 'muscly' body would not bring success to a supermodel (Gorely *et al*, 2003), suggesting their awareness of physical capital being acquired or diminished through their female bodies into the field, and participating in sports appropriated with their gender. Hills (2007) expresses the necessity for PE teachers to create an educational environment where each student has the opportunity to align their habitus with the doxa. Whether that be providing options for what they perceive to be 'appropriate' for each gender, the ways in which PE teachers practice shapes this necessary opportunity were explored through the interview and discussed in sections 4.3.

Considering that throughout literature attitudes are often defined as being learnt through experiences, and the occupational socialisation and surrounding literature suggesting that students can accumulate attitudes through their educators, there is a possibility student attitudes towards their bodies in PE may be influenced by experiences in physical education and the direct influence that PE teachers have on this. This can be explained by relating the research of Gorely *et al* (2003) to that of Harvey and O'Donovan (2013) who highlighted that those who were successful in PE are more likely to become PE teachers; suggesting that as students there was the possibility that they acquired physical capital through the success of

their body type in the activities they participated in within PE, and in turn attitudes towards body types were obtained through their experiences; and it is these attitudes that have the potential to be reproduced in their students. This potential existence of attitudes towards bodies in sport being reproduced between teachers and students provides an extent of justification to further investigate the influence of teachers' attitudes on their students. Flintoff and Scraton (2006) also suggest that the inequality girls experience could be responsible for girls being actively resistant towards participation in Physical Education in their later years of education; leaving KS4 female pupils suitable to investigate the understanding of how teachers' attitudes have the potential to influence them. Flintoff (2008) further indicated that such inequalities causing girls to resist PE participation cannot be overthrown by a change in practices implemented by teachers as a result of attitudes towards such inequalities, as gender inequality it is a societal wide issue caused by the reproduction of stereotypical masculinities in sport. Instead, Flintoff (2008) suggests that efforts can be made by institutions to challenge reproduced gender stereotypes in an attempt to equalise the playing field for all genders in sport, including the idea of inter house competitions. The rationale behind implementing inter-houses was their ability to encourage the participation in traditionally 'male' appropriate sports to be played across genders in attempt to limit the alienation of girls in Physical Education. Although, even as their attitudes may lead them to a desired change, utilising the idea of occupational socialisation (Stroot and Williamson, 1993), organisational factors such as leadership will play a role towards the extent which teachers of Physical Education are able to act upon attitudes towards desiring and devising a more inclusive, enjoyable experience for their students. This idea is explored withing section 4.3 in line with the organisational stage of occupational socialisation.

2.7 Conclusion

This chapter discussed the existence of Physical Education, Physical Activity and Games were understood, followed by an exploration of the term attitudes to understand how the attitudes of teachers perhaps influence their students through their practice. Literature acknowledges that teachers' attitudes are shaped through their experiences and interactions with PEGPA, including their experiences as a student in PE, throughout their teacher training, and the organisational factors of the school's they work within. These factors are suggested to shape a teacher's attitudes through experience, and it is these shaped attitudes that will be

investigated in having the ability to influence their KS4 female students through such attitudes shaping the practice of PE teachers. The next chapter discusses how this aimed to be investigated, by outlining the research design.

Chapter 3: Methodology

3.0 Introduction

Having reviewed existing literature, it is viable to suggest that teachers are able to influence their students through the attitudes that they embody towards a variety of elements. The following chapter outlines the research design and key methodological considerations of the current research which looks into the idea of teachers of PE and the possible influence they have on their KS4 female pupils, within one school.

3.0.1 Understanding research

Newing, Eagle, and Puri (2010) highlight the need for the researcher to understand their methods in order to conduct research effectively. A common notion agreed upon, is how research can be defined as; a process of enquiry and investigation; systematic and methodical; and increases knowledge (Amaratunga, Baldry, Sarshar and Newton, 2002); a definition which justifies the use of methods used. The methods and methodology used within this research aimed to align with this definition by investigating attitudes and perceptions of PE, and methodically using interviews and questionnaires to increase knowledge on how their attitudes and perceptions have the ability to influence their students. This definition provides researchers with a framework for their research to be warranted upon, including which epistemological perspective, ontology perspective, and research methods would be best used in order to achieve new knowledge (Rust, et al, 2017:108). These three elements become interconnected within research and will be analysed to justify their use of being the best fit for the study undertaken in this paper. The next chapter will present an overview of epistemological and ontological considerations, followed by a discussion of methods used within the research.

3.1 Epistemological and Ontological Considerations

3.1.1 Ontological Considerations

Ontological perspectives consider what exists, what it means to exist and what it means for something or somebody to simply be (Packer and Goicoechea, 2020). Researching the experiences

and social construct of the attitudes of individual teachers in the field of PE, meant that the knowledge constructed was not going to be factual and true across the field, which aligned the research intentions with a constructionist ontology. Constructionism is the ontological consideration taken in this research, summarised by Neuman and Krueger (2003) as the assumption that reality is created through social processes, where meaning becomes attached to certain others, events, and 'things' (O'Donoghue, 2007:132). More recently, Creswell (2007: cited in Sparkes and Smith, 2003:12), goes into greater depth of the constructionist approach to research and the relationship between the researcher and their data:

> 'For the qualitative researcher, multifaced, constructed realities exist and the process of inquiry is a matter of interpreting the interpretations of others. The aim of research is to focus on the particular ways in which people construct their meanings of a given phenomenon, seeking to expand the understanding of the phenomenon through the individual case.'

This quote permits itself to the understanding that the role of the researcher in qualitative research is to first recognise the individual voices in their data, to then holistically interpret the meaning of the data, before reducing the data to a number of common themes to be used to present evidence in discussion. Stripped back, those qualitative researchers that lend themselves to the ontology of constructivism, commit to understanding, interpreting and presenting their data form their participants point of view.

3.1.2 Epistemological Considerations

In conjunction with a constructionist ontology where knowledge exists through social constructs rather than scientific fact, this research adopted the epistemological perspective of interpretivism as part of its methodological design, repeatedly associated with qualitative research due to their ability to explore feelings and experiences (Horn, 2011; Goldkuhl, 2012). Interpretivism is an instinctive perspective to research based upon extracting subjective meaning from participants whilst staying somewhat attached to the research as a researcher; it assumes that individuals act in certain ways based upon reasoning and meanings that they attach to the world around them (Wignall, 1998). This understanding of interpretivism justifies its use in interpreting the subjective

meaning behind teacher's attitudes and what influence this may have on their KS4 female students (Black, 2006). Subjectivity is an essential part of interpretivism's infrastructure. Defined as peoples 'thoughts, sentiments… sense of self, and self-world relations' (Holland and Leander 2004:127), subjectivity is a concept associated with the interpretivist lens since Verstehen sociology (Goldkuhl, 2012). With subjectivity being constitutional to the nature of interpretivism, adopting this lens enabled myself as the researcher to be attached to the research, to engage with personal accounts of staff and student experiences, and extract knowledge via interpretation. An interpretative stance benefited this research by enabling the aim of acquiring new subjective knowledge of attitudes to be achieved through qualitative methods, used in social sciences to extract knowledge in ways not possible via the methods of the natural sciences (Thomas, 2017); meaning teacher's attitude cannot be measured with the same objective measures as a piece of string. Instead, qualitative methods allowed new knowledge to be constructed via investigating the subjective meaning of their participants' social world through contextually rich detailed data (Byrne, 2001). The qualitative methods operated for this research were carefully selected based upon the strengths they brought to the research, in order to allow data to be interpreted.

3.2 Qualitative Research Methods

Embodying a constructionist ontology and interpretivist epistemology, the qualitative methods of online interviews and online questionnaires were used as means of collecting data. Qualitative data is used in research to understand specific phenomena, with the aim to analyse the subjective meaning of data (Silverman, 2015). Knowing that the use of qualitative data is a sufficient direction to take when intending to understand the meaning of individuals' experiences and beliefs, its use is justified for researching those attitudes of teachers to gain and understanding towards the ways in they can influence their KS4 female students. Once understanding that qualitative research methods increase understanding of individuals' experiences, the benefits associated with alternative qualitative methods were evaluated to identify the most efficient qualitative methods for this study. Initially face-to-face interviews and focus groups were the methods intended to be used; and so, these were evaluated at the forefront of the research process to understand how they would aid the research in achieving its aims. However, with the coronavirus pandemic causing the government to enforce school closures, researchers were no longer able to collect data face to face. These restrictions as a result of social distancing measures meant that alternative methods of online interviews and online questionnaires were used, both with their own justifications for use.

3.2.1 Online Interviews

3.2.1.1 Voice over internet Protocol

Under the circumstances, face to face interviews for staff participants were replaced by online interviews using Voice Over Internet Protocols (VoIP) Microsoft Teams (Microsoft Teams, 2020) and Skype (Skype, 2020). One positive of using an interview is that the researcher has the ability to analyse social cues (Opdenakker, 2006). The use of VoIPs allowed participants to be interviewed in 'real-time', with visual data also being recorded (Lo Lacono, Symonds and Brown, 2016:1), thus maintaining the ability to identify social cues. In terms of social cues, when using VoIP's, audio and visual data can be recorded remotely and simultaneously without any additional equipment. This means that where necessary, the researcher is given the opportunity to identify social cues that they may have missed at the time of interview when transcribing, offering a unique richness to the research (Cohen, 2007; Hesse-Biber, and Griffin, 2012). Rowley (2012) offers further support for the use of VoIP's in data collection by highlighting the ability for geographical to be overstepped by researchers via remote organisation and conduction of interviews, which was a necessary asset to this research due to boundaries faced by social distancing measures. By using VoIP's, it allowed participants to have a degree of control over their participation, as they were able to opt for which platform was most comfortable for them as well as being able to alter the levels of comfort of the research setting by opting in or out of camera use. This proved beneficial to the research, as during participation, the United Kingdom had social distancing measures in place (GOV.UK, 2020) (appendix 4), meaning although being included in the list of critical/key workers (GOV.UK) (appendix 5), participants for online-interviews were isolating during participation. Under these circumstances, participation in online interviews offered a potential sense of social connectedness, a way for the effects of loneliness in isolation to be bridged (Cruwys, Dingle, Haslam, Haslam, Jetten, and Mortem, 2013). Overall, the use of online software for recording and storing data overcame the social distancing restrictions of face-to-face interviews imposed on research at the time, justifying their use.

3.2.1.2 Semi-Structured interview

The use of semi-structured interviews (SSI's) is all but contemporary; Kvale (1996) spoke about the method and highlighted how SSI's sought to obtain an insight into participants' stories and descriptions of their world, in which these accounts would then be interpreted to unfold meaning

upon the phenomena being questioned. This knowledge being reminiscent of the interpretivist perspective embedded in this research, justifies the use of SSI's as it allowed the research to obtain data related to the experiences and attitudes of teachers, by encouraging them to answer freely and prompting responses where necessary (Brinkmann, 2007). Additionally, SSI's lend themselves useful to this study, as they allow for the researcher to engage with their participants in greater depth when questioning participants on their experiences, opinions, and attitudes (Rowley; 2012; Lo Lacono *et al*, 2016).

SSI's are a highly regarded method when researching the individual's perceptions, understandings and experiences on specific topics (Ryan, Coughlan and Cronin, 2009), in this research used to investigate attitudes of teachers within PE. SSI's are based upon the same set of predetermined open-ended questions for each participant (appendix 6), which lead onto new questions within each interview, in order to allow participants to express their attitudes and feelings freely (DiCicco-Bloom and Crabtree, 2006). The guide used was constructed from topics of importance, identified from the literature review. The structure was used to begin the interviews in the same way, to build a sense of rapport, followed by the intention of more specific questions to encourage the participants to further explore the topics. This process gives both the participant flexibility in their answers, but also gives the interviewer the control to investigate new topics as they arise rather than influencing what the participant has to say (Drever, 1995; Arksey, and Knight, 1999; Pathak and Intratat, 2012).

3.2.2 Online questionnaires

As a response to no longer being able to use focus groups with student participants, online questionnaires were used to obtain responses from students. The transition from focus groups to online questionnaires was possible through the use of Qualtrics (Qulatrics, 2020), used to devise a questionnaire (appendix 7) as an adaptation to the research. As illustrated in appendix 8, the questionnaires were sent online via the PE department to female Key Stage 4 students. The questionnaires consisted of 9 open-ended questions which aimed to discover how their PE teachers had influenced them. The use of online-questionnaires enabled a desired, quick turnaround of responses, suiting the needs of this study due to the time-scale of the study being reduced as a result of the pandemic (Gillham, 2000). Additionally, the use of online questionnaires increased the levels of accessibility to student participants, as well as the likelihood of a higher response rate in comparison to other research methods (Kiesler, and Sproull, 1986). This increase in accessibility was

a result of the students having their lessons being delivered remotely during school-closures, meaning that they could complete the online questionnaire in their own time rather than finding a period of time for all focus group members to participate.

Although the extent of benefits that emanate from the use of online questionnaires justify their use, it is important to note the limitations that are often associated with the method. With a lack of contact between the researcher and participant, an increased risk of partially answered questionnaires, or questionnaires answered in full which somewhat lacked the desired level of detail was observed became more likely. This can be explained by the reduction of care for others' opinions followed by a reduction in both private self-awareness and self-regulation when communicating anonymously through the internet (Joinson, 1999). This barrier was sought to be overcome through reminding participants that there could be no right or wrong answers within the questionnaire and the further prompting of detail where necessary. Additionally, the perceived barriers can be overcome through the knowledge participants had of their anonymity and not coming into contact with the researcher lead to the likelihood of minimising socially desirable answers (Howard, 2018). Although the use of online questionnaires minimised the risk of socially desirable answers, the chance to build rapport with student participants was diminished, however this was out of the control of the researcher due to the restrictions experienced because of the pandemic.

3.2.2.1 Open Ended Questions

Once identifying and justifying the use of interviews and questionnaire methods online, it was necessary to understand the use of the structure used within such methods. The online interviews and the online questionnaires consisted of open-ended questions, often referred to as 'free' or 'unrestricted' answers (Vinten, 1995). The unrestricted answering allows the research to host an element of flexibility through detailed two-way conversations with participants (Pathak, and Intratat, 2012). Through not restricting responses, open-ended questions enable researchers to record unexpected and spontaneous responses, whilst also avoiding bias that could arise from closed questions guiding participants to certain responses (Reja, Manfreda, Hlebec and Vehovar, 2003). Through the use of open-ended questions, greater depth between the relationship of teachers' attitudes and perceptions of PE and the influence on their students was able to be

analysed and interpreted to a greater extent (Schuman, and Presser, 1979; Sale, Lohfeld, and Brazil, 2002). They allow for a range of attitudes opinions and experiences to be accounted for, with previous literature exposing the idea that all demographics of participants are likely to respond to open styled questions due to the freedom in answering (Geer 1998), justifying their use for a study with both staff and student participants. In addition to this, response rates are also likely to increase where the subject being investigated is of interest to participants (Saleh, and Bista, 2017) as a respondents' level of interest plays a key role in the responding of open styled questions (Holland and Christian, 2008). This knowledge justifies the use of open-ended questions as staff members were questioned about PE, so it was able to be to assume that they were likely to have an interest in their own subject. For questionnaires the use of open-ended questions participants can be encouraged to respond via the size of the boxes provided, with larger boxes provoking a higher chance of extended responses (Emde, and Fuchs, 2012).

3.3 Collecting the data

3.3.1 A background to my position in the school

The school was selected based upon my experiences within PE and so as a researcher I was fortunate to be granted access to research settings which I was familiarised with. The school was a mixed private boarding school, with approximately 600 students between the ages of 3-18, where I had spent time employed after completing my undergraduate degree. Additionally, my employment within the school was active whilst conducting the research, which initially provided greater accessibility to staff and student participants, which allowed for easier access once schools had closed too. Due to the government implementing school closures, methods taken to access participants and data collection were alternative to those originally planned. Appendix 8 shows the process for data collection which was intended to be taken, compared to the process which was used as a result of the alterations to research.

3.3.2 A background to the department and participants in the research.

Within the research setting, KS4 girls are timetabled to participate in 1 hour of PE, as well as timetable 2 hours of Games per week. The facilities the school has include a sports hall, astro-turf, health and fitness suite and various courts. Loosely following the NCPE (DfE, 2013a), the KS4 girls

are able to choose a termly activity for their weekly PE lessons (1 hour), including invasion Games, net Games, tennis, rounders, athletics, trampolining and dance. Within PE the staff members aim to encourage KS4 to form good habits for life and talk about the importance of exercise. PE is structured the same for both KS4 year groups, whereas Games is offered with alternative structure. Across KS4, Students are able to opt into participating within a team sport or a non-team sport, with those in team sports receiving training sessions and fixtures. For non-team players the structure with non-team players in year 10 taking part in variety of activities including recreational basketball, badminton and ultimate frisbee, whereas those in year 10 choose a termly option, including horse riding, rock-climbing, golf, fitness, with mountain biking being slowly introduced.

The PE department itself is made up of 5 full time staff aged 25-50, whose teaching experience in PE varies from 5-30 years. It is from these members of staff that four participants were sampled for interview participation. It is due to the research setting being home to only five full-time PE teachers, four of whom opted into participation, the participants are unable to be given individual profiles in order to protect their identity. Although profiling participants would have provided the research with further contextual detail, the protection of participant identity was at the forefront throughout. In addition to the four participating staff members, the remainder of the sample was made up of 11 KS4 female students who anonymously responded to the online questionnaire within the time-frame of the research.

3.3.3 Access

The initial priority of gaining access to participation was conducted with the utmost respect to students and staff in order to cause minimal disruption to their day-to-day routine including their learning and working environment. Access initially began in the first term of the academic year where, as a researcher I approached the gatekeeper to the research, the headmaster, followed by the head of the PE departments within the institutions and the parents/guardians of those students who participated. The importance of gatekeepers in this study surrounded the gaining of access to both student and staff populations; followed by the parents/guardians having a responsibility to protect their children and their interests (Masson, 2000). Students and staff can be difficult to access for research, as both students and staff are governed by their Headmasters and department leaders and students are further governed by their parents but can be overcome by gaining consent to

access the populations from the gatekeepers themselves (Chamberlain and Hodgetts, 2018). The headmaster was approached with letters via email including details of the study, its aims, procedures and my positional background to the study. The first contact with head teacher also included details on how the confidentiality of their school, students and staff would be kept, in line with the General Data Protection Regulation 2018 Act (Legislation.Gov.UK, 2018). From this point, the process of participation and contact with the gatekeepers were conducted to accommodate the position I myself as researcher had within the school and the limitations faced due to the coronavirus outbreak whilst preparing for research. As well as gaining access to the school, another key aim of the research access process was to develop a rapport with potential participants prior to data collection; an important factor in the collection of data.

3.3.4 Rapport

Rapport is both beneficial and important to research and has been defined as 'a relationship that was pleasant and engaging, a high degree of liking or positive affect, mutual attention, harmonious relation, easy/smooth communication, and/or symmetry and synchrony in the interaction' (Hall, Roter, Blanch, and Frankel, 2009:324) and has been shown to have positive effects within interviews (Abbe, and Brandon, 2014). Rapport is a form of mutual respect built between individuals (Kyriacou, 2009) and has been to enhance the interactions between students and their instructors in educational settings (Koolbreeze, 2009; Murphy and Rodriguez-Manzanares, 2012). Koolbreeze (2009) outlined how a lack of rapport reciprocated a lack of respect from participants, further supported by Murphy *et al* (2012) expressing the notion of the absence of rapport also leading to a lack of effort from students. With this knowledge of the role rapport plays between student and teachers, it seemed only necessary to aim to develop rapport between student and researcher prior to data collection, in order to gain their respect and interest thus benefiting the research. The same motivation to develop rapport was present for staff participants, with rapport being seen in research as a key ingredient to successful qualitative interviewing (King, Horrocks, and Brooks, 2018). When researching, rapport is initially developed through being introduced to potential participants and is developed between the researcher and participants in order to become familiar with the functioning of the research setting (Creswell, and Poth, 2018). This understanding can allow the researcher to overtly learn the norms of the environment and incorporate them into interviewing each participant.

With the importance of rapport in mind, being employed within the school and department which I was researching, rapport was built with both staff and students via everyday interactions and the rapport built throughout the academic year led to an ease of organising online interviews. With school closures staff members were required to work from home, which initially posed a restriction of rapport impacting the interviews, although Hanna (2012) states that online interviews have the ability to enhance the rapport and comfort between both researcher and interviewee. This is possible through participating from the comfort of their own space meaning personal space is not imposed upon, thus improving the established rapport first limited through moving to online methods of research. For students, the rapport built through being present in their lessons meant that asking for responses their online learning platform felt less imposing, as they already had a prior understanding to the research and some had already opted in when focus groups were intended to be used. This rapport meant a sample of 4 teachers and 11 students was able to be collected through online means.

3.3.5 Sampling

Utilising the development of rapport, convenience sampling was the main method of sampling used to gain access to a small-scale sample of staff and students to conduct the research. Convenience sampling is when the researcher "selects those cases which are the easiest to access under the given conditions. Often due to limited resources of the time and people, this is the only way to conduct the study." (Sparkes and Smith, 2013:71). Due to the circumstances inflected onto the study by the Coronavirus Pandemic, this sampling method was entirely necessary in order to gain a sample due to not being face-to-face with the population at the time of data collection as a result of social distancing measures and school closures imposed by the UK government. Convenience sampling is a non-random sampling method and forms samples of participants who are easily accessible and who opt into participation (Owens, 2010). Using convenience sampling enabled this study to overcome restraints faced as a result of the coronavirus pandemic, by giving participants the ability to participate across geographical proximities (Dörnyei, 2007). With convenience sampling, participants are often chosen due to their 'close proximity' to the researcher. Being employed within the school gave ease of access to participants and staff; this meant I was attached as a Researcher, thus giving the study a subjective nature, aligning with the interpretivist focus of this research

(Etikan, Musa and Alkassim, 2016). Whilst convenience sampling was the sole method of sampling used, as a researcher I wanted to ensure that the sampling was meaningful, therefore purposive sampling was also used for data to be obtained. A purposive sample evolves from the researcher targeting participants that they believe will endorse the research via their interests being reflective of the study's founding topic, in this case teachers of PE (Etikan *et al,* 2016). The use of purposive sampling is supported through research which shows a 40% increase in the likelihood of responding if the participant holds an interest in the subject compared to those who are uninterested (Groves, Presser, and Dipko, 2004), meaning that participants being teachers of the subject being investigated, there was an increased likelihood that they would respond. This is not new knowledge within qualitative research. Geer (1998), highlighted a possibility that those individuals who do not hold an interest in the questions asked may have difficulty responding, depriving the research of potential rich and meaningful answers. Through obtaining a sample through convenience and purposive sampling, those with an interest in PE were more likely to participate; with staff participants being teachers of PE itself, and those students who responded to the online questionnaire being required to complete it in their own time, suggesting they were more likely to respond if interested in PE. On the contrary to participants being more likely to participate if the subject interests them, such interest can descend from either satisfaction or dissatisfaction. For student respondents, there was a chance of dissatisfaction with PE having the potential to provoke higher and lengthier response rates, rather than responses showing a satisfaction with PE (Poncheri, Lindberg, Foster Thompson, and Surface, 2008).

3.3.5.1 Gaining the sample via Convenience and Purposive Sampling

Gaining a sample for interviews and questionnaires throughout school closures came with greater ease with having built rapport and having gained access to staff and students before the closures were implemented (Brewis, 2014). Prior to any signs of the Coronavirus outbreak and schools having to close, samples for face-to-face interviews and focus groups were obtained. This process began when staff were approached in person to inform them of the opportunity to take part in the study as illustrated in appendix 8. From here, a sample of 4 staff members was acquired. Once schools had closed, each member of the previously obtained sample was contacted via email to be informed of the alterations to the research design and to regain informed consent. From here, the most suitable time and VoIP platform to conduct these was decided by each participant and confirmed over email. As well as reaching out to the previously obtained sample, all eligible

members of staff were given the opportunity to opt into the research in case reasons for not participating including timetable restrictions, were no longer applicable restrictions whilst working from home. For students, access to the final sample was also affected by the closure of schools and alterations to the research process were made. Prior to school closures, the processes (shown in appendix 8) had been followed to obtain a sample of students for focus groups; although no process of data collection had begun prior to closure. Switching to the use of online questionnaires meant having to abolish the sample originally obtained for the focus groups. From here, the sample for online questionnaires was obtained by the researcher and head of PE department giving the option for participation in the online questionnaire via providing the KS4 female students with the anonymous link on their online learning platform. This process was deemed the most efficient through liaison with the head of PE. In total, the process of using convenience sampling led to a sample of 4 PE teachers who teach KS4 female students participating in semi-structured interviews online. As well as this, after aiming for 10 student responses, a total of 11 KS4 female student responses to the online questionnaire were collected. Figure 1 below illustrates how convenience sampling specifically allowed for a sample of participants to be secured once adaptations were made to the study. Using convenience sampling was purposive and overcame the limitations in place by the pandemic, as it allowed for the shortened time scale and barrier of social distancing to be overcome via the already existing rapport and contact between researcher and participants (Brewis, 2014). Further illustrated in figure 1 is the concept that only those staff and students who fitted the criteria of the study received the participant information and consent forms, adding further to the nature of convenience sampling used. By implementing a criterion to the convenience sample for participation, the internal validity of the research was increased by enhancing similarity and compatibility of responses between participants, as no one outside the criterion was able to participate (Farrokhi and Mahmoudi-Hamidabad, 2012).

1. **Rapport built with Staff and Student populations through employment.**

2. **Coronavirus restrictions and social distancing measures leading to school closures: face-to-face research impossible**. Adaptations to study made.*

3. **Criteria selected for sample**

Students: Key Stage 4 Female Student

Staff: Teaches Key Stage 4 Female Students PE

4. **Sample accessed**

Through liasion with head of PE faculty contact was made with those in the population who fitted the criteria.

Staff: all members of staff who taught PE to KS4 female pupils were given participant information sheets and consent forms.

Students: All KS4 Female students recieved the link via the homework portal to the online questionnaire along with the participant information sheet and consent forms attached.

5. **Sample obtained**

Students: Completed the questionnaire online with no pressure imposed by researcher.

Staff: Returned consent forms and interviews arranged via preferred Voice over Internet Protocol.

Figure 1 Illustrates how the sample was gained from the population through convenience and purposive sampling methods, and how only those in the population who fitted the criterion were accessed.

***The adaptations to study made can be found in appendix 8.**

3.4 Ethical Considerations

Selecting the most efficient ways to approach, design, sample and conduct the study were not the only considerations taken to strengthen the study. Ethical considerations were also evaluated in order to protect participants. This process is necessary in all research involving human participants and due to the nature of the study entailing the participation of students under the age of 18, a series of ethical considerations were devised and put in place to ensure all participants' health, wellbeing and identity were protected. In preparation for research, the ethical considerations were approved by the University ethics committee before any steps towards research were taken.

3.4.1 Consent

In participant research, 'Protecting human participants in research is extremely important, and part of that process is informed consent' (Owens, 2010:603). Informed consent was gained through consent forms. For staff participants who are able to sign their own consent, the consent form (appendix 10) was returned via email. With students being under 18, consent was needed from themselves as well as their parents/guardians', achieved through an electronic consent form at the beginning of the questionnaire (appendix 7). It was essential to gain the assent from both students and parents/guardians as parental consent only infers the parent has agreed to their child participating in the study, without the child necessarily consenting (Kanner, Langerman and Grey, 2004). The students being required to sign their informed assent, is the process of 'children's affirmation to participate' (Lindeke, Hauck and Tanner, 2000) and this process formed a triangular relationship between the researcher, participant and parent, providing a sense of security (Kodish, 2005). Lambert and Glacken (2011) illustrated how to ethically gain informed consent from child participants and the elements involved, with the importance of those giving their assent having the competence to understand the aims of the study and the implications of their participation being most important. This was achieved through participation information sheets (appendix 7). These were presented to participants before consenting to the online questionnaire. These sheets provided participants with understanding prior to them giving their assent, with the opportunity to ask the researcher further questions.

3.4.2 Data Protection

As well as gaining consent, the following ethical measures were implemented into the study in order to protect the identity of participants. Initially, the school's name has not been disclosed throughout the research. Additionally, all members of staff were given gender-neutral pseudonyms to protect their identity (appendix 9). This was a necessary measure to implement due to the population that were approached for research being small (5 PE teachers), meaning that if their gender was to be labelled, it would make for easier identification of participants from their responses. Questionnaire responses were allocated pseudonyms to humanise the anonymous responses during discussion (appendix 9). For the purpose of being able to differentiate between staff participants and student participants within the discussion, staff participants were given a forename and surname combination, whereas students were allocated just a forename. The process of data and participants being labelled with pseudonyms was carried out in order to protect the identity of the participants and the school (Anderson, 2010), an important process to consider when recording, storing and presenting data, and is a key part in acquiring the ethical informed consent developed with the participants (Olsen, 2012).

Further measures to protect participants included reminding and encouraging participants to avoid using any names within their responses and all data was stored and processed in line with the Data Protection Regulation Act 2018. Responses from the online questionnaires did not contain names of participants and were automatically stored on a password protected drive where IP addresses were protected, in order to safeguard participants by keeping their identity anonymous (Barchard, and Williams, 2008). Maintaining the anonymity of participants involves more than safely storing their data, but also includes the recording of data, presentation of results and any conversations with others that may incur in relation to the research (Thomas, 2016). All of this being achieved by storing the audio and visual data on a password protected Google Drive (Google.co.uk, 2020), accessible by only the researcher and supervisor, which participants were made aware of. Moreover, as well as gaining consent and safeguarding identity, participants were not obliged to participate in the research and were given the option to opt in and the right to withdraw at any point. The option of opting in rather than opting out, eradicates the presumption that all participants would want to participate (Thaler, 2009). This sense of control upon their participation meant those who did opt in had a want to participate, with an intent to voice their opinion. Once opting in, information on how to withdraw from the research was included in the participant

information sheets (appendix 10), which all participants were encouraged to read prior to consenting to the study and after participation/submission.

3.4.3 Protection from harm

Finally, in respect to ethical considerations surrounding the nature of this research, interviewing PE teachers regarding their own values and beliefs on PE, it was likely to elicit responses that were personal to them; therefore, it was preferable to use individual interviews with staff, in order to encourage staff members to give deep and meaningful responses to questions with confidence and confidentiality (Madriz, 2000). Additionally, to encourage participants to feel comfortable in both interviews and online questionnaires, participants were reminded that there were no right or wrong answers expected from the questions, thus limiting the likelihood of socially desirable answers being given and instead promoted the idea that all answers were valid (Webb, Campbell, Schwarz and Sechrest, 1996). With the encouragement of truthful answers being given, it came aligned with the moral duty of the researcher to report any concerning or harmful information to the responsible body (Thomas, 2016:82). Although the risk of these circumstances arising due to the nature of this research were low, a discussion via email with the institution's designated safeguarding officer prior to the collecting of data to understand how to act if such information was disclosed, allowed the correct persons to be informed to protect participants. Once all the necessary considerations had been accounted for and the updated study design had been approved by the University, data collection began and henceforth analysed.

3.5 Processing the data

3.5.1 Transcribing the data

The qualitative data collected was analysed thematically in an attempt to understand how teachers' attitudes and perceptions have the ability to influence their students in PE. This was aimed to be achieved through a systematic process of thematic analysis to decode the data collected, in order to present and discuss data to support the research and its aims. Thematic analysis results in common themes being identified through a systematic coding process and contrary to the essence of thematic analysis being to reduce the quantity of data, the coding process which follows transcription is focussed on data retention (Richards, 2009), meaning that although the process

refines the data into a concise manner, no meaning or understanding of teacher's attitudes should be lost through the process. This idea has also been touched on by Hrushhka, Schwartz, St. John, Picone-Decaro, Jenkins, and Carey (2004), illustrated as there being a fine line between simplifying data and losing meaning. Prior to the thematic analysis process, the interviews which were stored as audio-data underwent a process of transcription prior to data analysis. This was not necessary for questionnaires due to them being responded to in written form.

The use of audio-recording within the interviews allowed the research to gain an insight on the meanings of participants' experiences through a process of verbatim transcription, which is the word-for-word translation of audio data into written data (Poland, 1995) *(A full verbatim transcription from this study can be found in the* appendix *11).* Halcomb and Davidson (2006) suggest audio-recorded qualitative data is reliant on verbatim transcription as it offers researchers the ability to read and re-read their data allowing them to obtain an in-depth understanding and familiarity of the feelings and experiences expressed by their participants. Rapley (2007) mentions that translating spoken data into written data becomes a somewhat interpretation rather than a production of factual accounts of the practices carried out in social life, which leaves the data analysis closely resonating with the interpretive nature of this research. Knowing that the data was to be interpreted by myself as a researcher, it was important to use a number of strategies to ensure the quality measures of the data were high. These included ensuring the data was governed by a degree of credibility, transferability, dependability and confirmability, all measures the quality of qualitative data. The methods undertaken to ensure the data obtained these characteristics are outlined below in section 3.5.3, but first the specific thematic analysis strategy used to analyse the data will be outlined in section 3.5.2.

3.5.2 Thematic Analysis

Once the interview data had been transcribed, thematic analysis was used to break down the data to allow an exploration of the meaning behind the responses by searching for and thus identifying key themes and subsequent subthemes. The nature of thematic analysis lends itself to being a flexible method to analysing qualitative data and has been defined by Braun and Clarke (2006) as a "method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. a versatile method used to analyse a multitude of qualitative data types, it was utilised in this study to analyse the tabula of data collected in both

the interview and questionnaires. Thematic analysis is understood to be a process of transforming a large mass of qualitative data and reducing it down to a series of recurring themes which are a comprehensive, insightful and trustworthy reflection of the data which needs to be consistent and organised in order for these characteristics to be achieved (Gibbs, and Flick, 2018).

Supportive of the process used, Bazeley (2013) notes that coding is the foundations to qualitative data analysis as it is the doorway to evidence, followed by the outlining of a two-stage approach to coding, which was endorsed within this study. After reading the data through without giving labels to the data, the first step of the two-stage the process of identifying and labelling the different themes that appeared throughout the data, followed by the second stage which then entailed refining the initial ideas to deepen the analysis of teachers' attitudes towards PE. This two-step process of coding the data has more recently been discussed in the work of Saldaña (2016), in reference to 'initial stage' coding being stage one and 'focused stage' coding being stage two, with the core themes extracted ahead of the discussion. Saldaña (2016) indicates the use of focused coding as a second stage of analysing data should have the key intention of reducing the number of codes highlighted in the initial coding process, thus catalysing a deeper theoretical organisation of the data. Further importance of a two-stage process to coding sits with the researcher familiarising themselves with their data and the possibility of those first categories interpreted from the data becoming less sensational when re-analysed, a facet to coding imposed by Lewins and Silver (2014). Employed in this research, the first 'initial' stage of coding was used for thematic analysis to discover the codes within teachers' attitudes across the interviews and within students' accounts in questionnaire responses. This was followed by the second 'focussed' stage which reduced these codes into larger key themes, with several sub-themes within each one, used to interpret and find meaning in the potential influence teachers' attitudes towards PE could have on their students. It is these themes that were used to devise a representative list of themes and subthemes, which was then carried through to the discussion apportionment of this study. This method of thematic analysis was a holistic one, taking into consideration the individual characteristics of each data set before identifying common themes for discussion.

The specific thematic analysis strategy that was used in this investigation began with an initial read through of all the data for familiarisation purposes before any coding or analysis took place. Once all of the data collated from the questionnaires and interviews had been first read through holistically, the next step of the thematic analysis was then read through again to identify labels for the data sets individually. This was known as Stage 1, the 'Initial coding' stage. At this stage initial

labels were assigned to the data, which were then used to identify any similarities and common themes across the data sets. The labels given to the questionnaire and interview data sets can be seen in appendix 12. What came next was what was known as 'Stage 2' or the 'focused coding' stage, which can also be found in appendix 12. This was; once common themes were identified, the data was then combed through repeatedly to reduce the common themes found in stage 1, into focussed key themes. Once reduced, each key theme was the keeper to their own sub-themes, used for discussion. The finalised key themes and subthemes identified for discussion can be found in figure 2. Additionally, figure 3 provides the reader with an illustration of how the raw data was processed and reduced using the thematic analysis process in order to identify initial themes, key themes and finally sub-themes ready for discussion.

Important to highlight at this stage is that the thematic analysis was not just a case of 'quantifying' how many times something is said across the board but understanding, extracting and interpreting meaning from what is said, which creates an appropriate use of thematic analysis within qualitative research. Not only this, but it hones to the previously addressed 'data retention' essence of thematic analysis, which is to reduce the quantity of data, without losing the quality of its richness it has to offer (Richards, 2009).

Key Theme	Sub Themes
The phases at which attitudes are learnt: Occupational Socialisation	- The Anticipatory stage - The Professional stage - The Organisational stage
Physical Education teachers' definitions attitudes towards PEGPA	- Towards Physical Education, Games and Physical Activity - Towards teaching styles - Attitudes and practice influencing capital
Staff participants shaping their practice to influence students	- Opportunities offered - Encouragement of External Participation - Healthy active lifestyle encouragement - Creating an enjoyable environment
Other Perceived Influences on students experiences in PE, Games and Physical Activity	- Physical Competency of PE teachers - Family attitudes

Figure 2 A table illustrating the Key themes and subsequent sub-themes used for discussion.

Intial Quote

"If you swim then you are treated with special treatment and that's the way it was, it's unacceptable but actually as an educational experience, if you're one of the swimmers it's a great place to be." (Alex Moss)

Stage 1: Initial Coding

Attitudes towards Physical Education

Stage 2: Focussed Coding

The stages at which attitudes are learnt

Key theme

The phases at which attitudes are learnt: Occupational Socialisation

Sub Themes

| The Anticipatory stage | The Professional stage | The Organisational stage |

Figure 3: An illustration demonstrating how the raw data was used to derive Key themes and Sub-themes through a 2-stage thematic analysis process.

3.6 Trustworthiness of the research.

Once the data had been collated and thematically analysed, it was important to demonstrate that the data was trustworthy, doing so through a goodness criterion. Lincoln and Guba (1985) introduced a criterion for measuring the trustworthiness of qualitative data and reduces it to four key terms; credibility, transferability, dependability and confirmability. These four measures were each considered in order to establish the trustworthiness of the data collected in this study. Nowell, Norris, White and Moules (2017) apply Lincoln and Guba's (1985) criteria of trustworthiness in the context of thematic analysis and provide the reader with clear definitions through the work of Tobin and Begley (2004).

3.6.1 Credibility

Credibility ensures the researcher represents the perspectives of the participants clearly. Tobin and Begley (2004) refer to credibility as addressing the 'fit between respondents' views and the researcher's representation of them' (cited in Nowell et al, 2017:3). One way I ensured credibility was through member-checking (Angen, 2000). Once all of the interviews were completed and transcribed, I gave each interviewee a copy of their interview transcript in order to check that they were happy with the representation of ideas. With this I requested feedback to gain an understanding of whether or not the data they provided had been represented accurately and clearly. This process helped minimise the risk of losing meaning via misinterpretation.

3.6.2 Transferability

Following on from credibility is the transferability of the study, in other words, how well can it be generalised. Tobin and Begley (2004) suggest that transferability of small-scale studies should only be considered for case-to-case, however there are a plethora of characteristics to this study that if applied correctly and demonstrated through thick description, could enhance the transferability (Hollaway, 1997). Although the study took place in a small independent school, with a focus on only 4 individual members of staff and the influence on their pupils, it does not mean that it is not transferable. The study focuses on those experiences that shape teachers' attitudes and practices, which for most students coming through either state or independent education would be somewhat similar. All four staff participants were at least part state educated, had worked in state

schools and now work in independent, and so if a sample were to be characterised the same then the findings of how their attitudes and practice have been shaped may be transferable. Regarding data from student responses, it is likely that these would too be similar across similar settings of independent schools, where the delivery of PE and Games can be similar. To summarise, if the research setting and the characteristics of participants were aligned, then I am confident as a researcher that the research process was rigorous enough and the findings representative enough, for the research to be transferred across settings.

3.6.3 Dependability

The concept of dependability accounts for the ability for researchers to evidence that their research process is 'logical, traceable and clearly documented' (Tobin and Begley, 2004: cited in Nowell et al, 2017:3), with this chapter being an in-depth documentation of the research process. Koch (1994) suggests that auditing the research process demonstrates an awareness that the context of the research is ever changing, which is highly relevant to this research study due to the Coronavirus pandemic and the social distancing measures implemented by the UK Government. Throughout the research, where I had to make changes to the research process due to impacts of the COVID-19 response, I documented the changes as I went in order to keep a logical and clear record of the research process undertaken. Appendix 8 illustrates this documentation and just how the research process was adapted in response to the social distancing measures and national lockdown that were implemented by the UK Government. These processes were further externally audited by my research mentor, a process that enhances the dependability of a study through the external examination of; the process, the data, the findings and the conclusions of study (Creswell, 2007).

3.6.4 Positionality, Confirmability and Reflexivity

Within addressing the measure of confirmability, the concept of positionality has been discussed to support how recognising your positionality as a researcher can be used to enhance the reflexivity process, thus enhancing the credibility in trustworthiness of the study.

3.6.4.1 Positionality

The concept of positionality refers to the understanding that research as an entity is a shared space, co-inhabited by both researcher and participants (England, 1994). Considering positionality is an essential part of reflecting upon the research process due to the identities of both researcher and participants having the potential to impact the research process by coming into play with our perceptions (Bourke, 2014). Therefore, positionality plays a role in the dimension of a reflexive framework (Duffy, Fernandez and S Sène-Harper, 2020). In this research I held the positionality of an insider, working in my own field of Physical Education, within my own place of employment, working in collaboration with other insiders to collect data from colleagues and students I had an already developed rapport with. Acknowledging that within the concept of positionality people have overlapping identities that have a potential impact on how meaning is derived from data (Kezar, 2002), what follows is an overview of me as a researcher reflecting upon my own overlapping identities as the researcher at the time the research took place; a colleague to the staff participants, a teacher to the student participants, and myself as an individual.

First addresssing my position as an individual existing outside of the research, I have a great interest in Physical Education, stemming from postive experiences from my own PE teachers growing up. This was paticularly enhanced as I reached KS4 and there was the platform to study PE as an examined subject. This lead to me opting for PE at undergraduate, postgraduate and even as a career. Simultaneous to my interest in PE evolving, was my interest in Social sciences, stemmed again by the postive influence of Sociology and Psychology teachers as I went through KS4 and KS5. This element of my personality as individual and not a researcher held the potential to influence my dissemination of the data collected. One risk was to only look for those similar positive experiences I had expereinced as a student their age. It was important to be reflexive and question how my postivion in the research could influence my analsis of the data, especially as I was a complete insider to the research and had existing rapport with the staff and student participants. Herr and Anderson (2014) identify the need for researchers to recoginse their postion in their research in order for their interpretations not to be influenced by their own perceptions and attitude. They note that with the collection and analysis of the data, by identifying their position to the research, this limits the influence of their own expereinces on the way they disseminate the data, in turn giving the research further credibility.

3.6.4.2 Confirmability

Confirmability refers to the clarity between the data that was collected and how it was interpreted by the reader, which requires the researcher to present how they reached the conclusions they came to (Tobin and Begley, 2004). Being interpretivist research, there was a higher need for confirmability to be conveyed, due to the experiences, attitudes and influences of teachers and students needing to be interpreted by the researcher. This was achieved in two key ways. The first way was reading and re-reading the data prior to labelling them with any sort of theme. This process was taken to obtain an in-depth familiarity with the data as the researcher and minimise that nothing was either missed nor misinterpreted. The second stage, which aided to consolidate stage one of confirmability, was the returning of transcripts alongside a list of data extracted, categorised by the themes for discussion to each staff participant. This gave the opportunity for staff participants to request any data to be removed if misinterpreted or was no longer the truth. There was only one staff participant who made a request for a piece of data to be removed from the study, stating in interview that they wish students did not have to wear a uniform in PE, however when reading their transcript and the data extracted from it, they no longer aligned with this attitude and wished it to be removed and so it was.

3.6.4.3 Reflexivity

Part of confirmability is reflexivity (Creswell, 2001). Reflexivity or to be reflexive, is a practice that researchers should engage with in order for their research to be enriched with goodness, to be accurate and to be trustworthy (Teh & Lek, 2018). Haynes (2012:72) defines reflexivity as an 'awareness of the researcher's role in the practice of research and the way this is influenced by the object of the research, enabling the researcher to acknowledge the way in which he or she affects both the research processes and outcome'. This indicates that to be reflexive, a researcher must be conscious of their biases, beliefs, attitudes and personal experiences they have, and the impact these could have on their research (Berger, 2015). Figure 4 identifies those attitudes I had at each stage of my own occupational socialisation as part of the reflexive process. For me, researching the influence of attitudes on secondary PE teachers' practice, in an environment where I was employed at the time of study, it was paramount for me to engage in reflexivity as I was so close in proximity to the research with the staff participants being my colleagues. One way I applied myself to reflexivity to overcome the potential impact of the close proximity through

being aware of and outlining the 'contextual intersecting relationships' between myself and my colleagues, a reflexive strategy noted by Berger (2015), used to increase credibility of the study. An example of where I became aware that my own attitudes may have impacted the interpretation of the data was one member of staff bringing to the surface that they disagreed with another of their colleagues approaches to delivering PEGPA – this has been anonymised for the protection of the participant. This moment for me initially sprung a series of thoughts surrounding; who could they be talking about, is it another of the participants, which my colleagues? However, by being aware of my own attitudes through reflexive practice, being aware of when my own thoughts would surface, I was able to detach myself from these thoughts and questions, in order to rationalise and treat the data with respect by being attuned to my own reactions (Berger, 2015).

There was the same need for reflexivity with the student participants who I already had a pre-existing rapport with, in order for the student participants to be represented in an accurate respectful manner. Woodhead and Faulkner (2008) indicate that caution should be taken of those who research children when in a position of power over them due to it increasing the risk of their responses being misunderstood. In order to overcome this risk, being reflexive helped maintain the credibility of the data. One way I did this was consistently engage with my awareness of the ways my own person could impact the interpretation of the data. Being a young female, I felt more relatable as a member of staff to the female students. I recognised this feeling of empathy being heightened through the student-teacher rapport I had built with the female KS4 pupils whilst employed in the environment. One example of this was when the student's responses mentioned peer-pressure regarding their uniform and image. By constantly questioning how my own experiences could impact the interpretation of results, I was aware that I felt the same pressures surrounding image and how I felt around peers in different types of clothing. This awareness encouraged me as a researcher to be open minded when reading the students responses.

I further practiced being reflexive in regards to the student data through respecting each student's response as an individual set of data just as the staff participants were, a strategy touched on by Woodhead and Faulkner (2008). Through analysing each student's response as an individual set of data I was able to direct a larger attention to any of my own objectivities towards the responses as they arose, in order to suppress them so they did not impact the interpretation of data. One

example of this happening was when reading one response to what teaching styles students thought their teachers used. Some responses noted that their teachers tended to use what would be called a command style (Mosston and Ashworth, 2002), however, having worked alongside the teacher they mentioned in their delivery of PEGPA I found myself disagreeing with their observation. Through being reflexive, and recognising that my own opinion would have had a bias implication on the thematic analysis, I grounded myself to treating each response with respect and consider all opinions of students expressed, regardless of my own perspective. This process of being aware of my own perspectives and being able to dismiss them when analysing data increases the trustworthiness od the data by ensuring it is an accurate representation of the data collected. Where I also found myself being reflexive was considering my own experiences across PEGPA and how I may have responded to the same questions as a student when I was in KS4. I felt this process was necessary so that I could identify where my own perspectives, experiences, and biases lay. When reading through student responses to the questionnaires, I had already identified memories I could recall of my own experiences across PEGPA and so these were restrained, or disregarded with ease. Further to this, being reflexive as their teacher was important so that if I as an individual or their teacher I disagreed with their perspectives, I had already identified my perspectives so to not let these impose on the dissemination of their responses. An example of this would within the students' responses to whether or not the students felt their teachers created equal opportunities for girls and boys across PEGPA. Being employed in the PE faculty, my own perspective was that yes, the teachers of PEGPA do actively promote equal opportunities for girls and boys. Recognising this as my own opinion was an important reflexive position to take in case any student participant expressed opinions that suggested otherwise. Although none of the student responses expressed perspectives contrary to my own as a teacher with an insider position to the research, having taken the time to be reflexive I was able to restrain perspectives attached to my varying positionalities effectively.

3.6.4.4 My own reflexive position

This subsection aims to outline how I have considered my position to the research by outlining how I developed my own attitudes towards PE and Games, how these changed as a result of undertaking a professional role in the field and how my own embodiment of being a young female teacher influenced my interactions in the field.

Building upon circumstances already discussed, my own attitudes towards PE and Games began developing in the anticipatory stage, unbeknownst that I would end up in the field of PE in a professional role and as a researcher. I had only positive experiences in PE, participated in anything I was able to, as well as being gripped by the theory content from the moment I entered KS4. This continued into Key stage 5 then into the professional stages of my occupational socialisation of undergraduate study where I studied Physical Education and Sport and Exercise Science. From here I then went onto postgraduate research, where I also studied a PGCE to become a qualified teacher in Secondary Education, specialising in PE, where I then recognised the organisational impact on my attitudes via occupational socialisation. Figure 4 below, shows those attitudes I have identified to have had at each stage of my own occupational socialisation.

Anticipatory stage
- Physical Education is beneficial for maintaining a healthy active liftsyle.
- Participating in team sports is enjoyable and give a feeling of accomplishment
- I have equal oppurtunites to my peers to particpate

Professional stage
- As a PE teacher you can influence student participation, motivation and learning through adapting teaching styles.
- Differentiation is crucial for all students to access PE and Games. A varied curriculum needs to be delivered for all students to expereince this.
- Gender is relevant and current issue in the delivery and participation of Physical Education despite having not expereinced this in my own education.

Organisational Stage
- Giving female students a voice can imporve participation.
- The mixed-sex versus single-sex participation debate should be approached with an open mind and may need to alternate between cohorts.
- PE and Games is much more than educating physical competence. It gives students fundamental social skills and can be used to educate them on how to be physicaly active in ways that suit their own needs.

Figure 4: Identification of attitudes towards PEGPA obtained by the researcher throughout occupational socialisation.

Having outlined the path taken in which my own attitudes towards PE developed, and how they changed in the organisational stage of occupational socialisation as I undertook a professional role in the field, it can be further explored how my own embodiment of being a young female teacher influenced my interactions in the field. At the time and upon reflection, I do not perceive the embodiment of being younger than my colleagues to have had either a positive or negative

influence on my interactions in the field. The attitudes within the organisation were of a positive nature, where I received a great deal of respect from colleagues towards the research, which would not have changed had my age been different. However, being a young female teacher certainly would have influenced my interactions with students in terms of building rapport within teacher-student relationships. Being young and female, I felt I was an approachable member of staff who could be seen to empathise for girls in KS4 via their perception and understanding that I had experienced somewhat similar interactions with the field of PE not long before they were. I took this into consideration as part of the reflexive process and thought that perhaps the rapport built through being an approachable member of staff would have contributed those students who responded to the questionnaire.

3.7 Representational style: Realist tale

With a complete overview of the methodology being discussed, before drawing this chapter to a close it is important to acknowledge the representational style used. This research follows the structure of an introduction, a review of literature, an overview of the methodology, the results and discussion of the data, followed by conclusions. It is this structure that is proposed by Pitney and Parker (2009) as being necessary to use no matter the type of qualitative report. Being a conventional way to represent qualitative research, it is a style well accustomed to by researchers and is coined as a realist tale (Van Maanen, 1988, Sparkes, 2002; 2008). By encompassing a realist tale and its characteristics, perceptions and experiences of the staff and student participants were able to be the focus of discussion. Through the participants point of view leading the study, a realist tale was further embodied by illustrating the findings in such a way that the reader could understand the perspectives of participants as well as being able to extract meaning from the discussion. Knowing that this study aimed to investigate the attitudes Physical Education teachers held towards PEGPA, the influence they had experienced this to have on their practice, as well as the experiences and perceptions of their students towards PEGPA; I felt as a researcher it was entirely necessary to opt for a realist tale. This was so that such attitudes, perceptions and experiences were able to be illustrated to the reader in a detailed yet succinct manner, supported by the structure of a realist tale. This understanding of utilising a realist tale was extracted from Sparkes and Smith (2014) and supported the choice of using a realist tale as a neophyte to qualitative research via presenting detailed and justified uses of the different components to a realist tale.

3.7 Conclusion

Chapter 3 has outlined the in-depth considerations taken to ensure a rigor; ethically correct, trustworthy research process took place for this research. What follows in chapter 4 is a discussion of the data collected, consisting of four key themes with sub-themes woven throughout. The next chapter attempts to deliver the reader an understanding of just how the attitudes of secondary PE teachers have been shaped, how these have then shaped their practice, and the perceived influence this has on their students.

Chapter 4: Discussion

4.0 Introduction

Having outlined and understood the methodology and process undertaken during this study, this chapter will discuss the 4 key themes which emerged via the thematic analysis of the online questionnaires and interviews. The 4 key themes discussed throughout the next chapter are:

1. The phases at which attitudes are learnt: Occupational Socialisation (4.1)
2. Physical Education teachers attitudes towards PEGPA (4.2)
3. Staff participants shaping their practice to influence students (4.3)
4. Other Perceived Influences on students experiences in PEGPA (4.4)

Within each key theme, a series of sub-themes are identified to broaden the scope of the investigation without losing the meaning of the data once it had been reduced. These are as shown in figure 2. The subthemes are supported by direct quotes from the responses, which will henceforth be used to support and contrast existing literature and theory, to better understand the study's aim. Throughout the discussion, applications of those ideas of Bourdieu from the literature review will be used to illustrate to what extent the habitus of staff and student participants fit with the doxa of PEGPA, and how this contributes to the influence of PE teachers on their students.

4.1 The phases at which attitudes are learnt: Occupational Socialisation

As discussed in section 2.4.3, Stroot and Williamson's (1993) adaptation of Lortie's (1977) occupational socialisation model (OS), provides three stages in which teachers' attitudes are shaped and developed via their experiences. Both early and contemporary literature attributes the definition of attitudes as being shaped by unique and individual experiences (Honey and Moeller, 1990; Albaraccin *et al*, 2002; Morgan, Kingston and Sporule, 2005; and Harrison, 2007). The following theme of discussion will provide an overview of how each member of staff's attitude has

been shaped through their experiences within each of the three stages of OS; anticipatory, professional and the organisational.

4.1.1 The Anticipatory Stage

The anticipatory stage of OS is the period of time where those attitudes PE teachers hold were learnt as students in PE themselves. When recollecting their experiences of their time in the anticipatory stage, all participants expressed similar attitudes regarding their enjoyment of PE, linking this enjoyment to their own ability in the subject:

"I loved, I loved PE...I was good at it as well...the staff were always really encouraging and um, that's because I was good at it as well." (Sam Banks)

"I always loved PE at school, I was always part of the clubs and the teams…it was a little subject I flourished in" (Jamie Williams)

"If you were in the team, you were popular…I was playing football in the teams" (Harley Clarke)

"Yeah, I did, because I was good at it...being captain of the football team." (Alex Moss)

From participant responses, it was apparent that all staff participants shared a similarity of positive experiences during the anticipatory stage and related them to their own ability in PE and Games; with the correlation between their ability and their enjoyment of the subject during the anticipatory stage potentially having contributed towards them becoming PE teachers. This possibility is acknowledged by Harvey and O'Donovan (2013), who suggested that PE teachers were likely to have pursued their career in PE if they were successful in PE themselves, through their successes leading to an enhancement of their sense of self within PE. The idea a student developing a sense of self in PE through their successes was later supported by Everley and Flemons (2015). They suggested that sporting successes during the anticipatory stage once contributed towards the development of

sporting biographies and sporting identities of those who are now PE teachers. It is also suggested that they go onto reproduce the attitudes of their own PE teachers in their own teaching; a process recognised as an apprenticeship of observations (Schempp, 1989). Consideration for the support of literature of the anticipatory stage being a phase where the attitudes of PE teachers are learnt, it seems to be an appropriate starting point for discussion, as it presents the knowledge that if PE teachers themselves are influenced by their own PE teachers leading to a development of their biography and sense of self in the subject; then they may have the potential to influence their own students in the same way. With this focus on the sentiment of success, contributing to sporting identities, biographies and a sense of self, all being associated to develop through sporting successes in the field of PE, it lends that data to the ideas of habitus (Bourdieu, 1984; 1986), where it can be seen how habitus' may be formed in relation to the anticipatory stage of occupational socialisation. In order to understand the potential of such ideas, the following quotes are from staff participants about their thoughts on PE whilst at school, which elicit an understanding of how their habitus in the field of PE began to form during their time in the anticipatory stage.

"Where my mum was a PE teacher, I always loved PE at school, I was always part of the clubs and the teams… and it was kind of like there where I thought ooo I might like to be a PE teacher." (Jamie Williams)

"I loved PE and I really liked my PE teachers so, um especially one of the younger female PE teachers because she was just so you know, enthusiastic and full of energy. not wishing to blow my own trumpet at all. But you know, I think if you're good at something then you enjoy it generally, don't you? I think that's the point I thought ooo I might quite like to do this later on." (Sam Banks)

By looking at the participants experiences and perceptions of their time in the anticipatory stage, it is clear that there were elements to their time in PE at school that would have contributed to their habitus in PE emerging which would contribute to their likelihood of becoming a PE teacher. In particular, data from Sam Banks and Jamie Williams has been used to explicitly highlight how their positive experiences in PE aligned with their ability to succeed and therefore when in the field of PE at school, their habitus became adjusted to the requirements of the field and begins to emerge. Wacquant (2005:316), describes habitus as those "lasting dispositions, or trained

capacities and structure propensities to think, feel and act in determinant ways, which then guide them", but also highlights a secondary habitus that is formed through experiences in the workplace. With this in mind, when looking at the data we can see how in the anticipatory stage, a habitus begins to develop in terms of lasting dispositions towards PE that are then carried through into the workplace and practice of PE. The following are quotes from both Jamie Williams and Sam Banks, where they make reference to moments in their current practice where they feel motivated.

"Seeing the children really progress, and get better, and want to do new things and see them coming to the lesson and looking enthusiastic like they want to be there that they're really excited." (Jamie Williams)

"When they try something new and they love it. Just for instance on a Friday afternoon when we did Yoga, they all loved it, it proved to everybody that it was actually quite uh an intense activity. And they were happy to go off and find something and then show everybody. So, it's just little things like that, where you've engaged them and they are excited or interested in what you're doing". (Sam Banks)

These two quotes connect those experiences they had in PE in the anticipatory stage; where they took part in opportunities as well as being positively influenced by their teachers; and connects them to the way they embody their habitus in PE to aim to deliver a similar environment reflective of their own time in PE in hope to encourage students to enjoy the subject. Lupu, Spence and Empson (2018) refer to the notion of habitus to explain how an individual's habitus can influence decisions they made in the workplace, with this being reflected by the participants in this study wanting to curate a joyful environment rich with opportunities as a reflection of their time in the anticipatory stage which contributed to their habitus in PE forming.

As just discussed, experiences are a part of how an individual's habitus is shaped, so it is unsurprising that successful experiences in sport aligned the participants' habitus with the doxa of the PE field when in the anticipatory stage. Incorporating the ideas of Bourdieu into those of both Harvey and O'Donovan (2013) and Everley and Flemons (2015) it can be implied that, by having the ability to succeed and having a habitus that aligns with the doxa, the staff participants as students would have

acquired physical capital; thus, developing their sense of self in the field, and being inclined to become a PE teacher themselves. Important at this stage is the recognition of enjoyment and success may not always be linked, and that it is only the correlation between success and enjoyment in the participants interviewed in this small-scale study that have been considered. Some students may enjoy PE without being successful and vice versa there are those who are successful but do not experience a sese of enjoyment. The staff participants in the study recognised that not all students enjoyed PE, neither were all of their peers of the same ability as them. Both Harley Clarke and Alex Moss recognised a 'sink or swim' attitude in their PE teachers; where their peers who lacked enjoyment or ability within PEGPA experienced PE and Games differently as a result of the treatment from their PE teachers:

"If you swim then you are treated with special treatment and that's the way it was, it's unacceptable but actually as an educational experience, if you're one of the swimmers it's a great place to be." (Alex Moss)

"It was okay for me because I was playing football in the teams but some of my friends weren't and they had quite a horrid time and didn't really enjoy it and it put them off being physically active in general really." (Harley Clarke)

This treatment could have been a result of their habitus not aligning with the doxa and being perceived as having a lack of physical capital by such PE teachers. The recognition of those whose habitus did not bring them success or capital in PE as students, being recognised by the staff participants, poses as evidence towards attitudes being formed in the anticipatory stage through an apprenticeship of observations (Schempp, 1989; Lortie, 2002). An apprenticeship of observations, refers to those attitudes of students which evolve through the observation of their teacher's attitudes. It is suggested that by acquiring these through the anticipatory stage that they are potentially reproduced if they become PE teachers themselves. When interviewed, there were moments in discussion when participants were asked if there were any elements of their PE teachers practice, they either aim to reproduce or avoid to reproduce, with Alex Moss expressing that they now work "on a daily basis so people don't ever go to the library." as a result of observing those who were treated unfairly by PE teachers for lacking ability avoiding PE by working in the library. The staff participants having observed their teachers attitudes in the

anticipatory stage, could be evidential towards the idea that PE teachers reproducing those attitudes they perceived their own PE teachers to have as part of developing a subjective warrant (Stran and Curtner-Smith, 2009). Alternatively, they may actively shape their practice against the attitudes of their PE teachers where they observed them to create unequal experiences for those who weren't as able as them.

4.1.1.1 Capital, participation in sports teams and habitus validation.

For the participants in this study, the emergence of their habitus in PE at school partially would have come from the different stocks of capital they would have acquired by taking part in opportunities and joining the sports teams.

> "I was always part of the clubs and the teams" (Jamie Williams)

> "I was always part of the clubs and teams" (Sam Banks)

> "If you were in the team, you were popular…I was playing football in the teams" (Harley Clarke)

> "I was good at it…being captain of the football team." (Alex Moss)

Using Oh and Grabers (2019) classification of different forms capital can take, we can look at how the participants would have acquired increasing amounts of physical, cultural and social capital through being part of the sports teams, which in turn would have validated the emerging habitus in the field of PE. With social capital being defined in part as the "network of relationships possessed by an individual or social unit" (Nahapiet and Ghoshal, 1998: 243), it can be understood that through being part of the sports teams and clubs during their time at school, the participants would have experienced group identity via connecting with likeminded individuals. Through the development of group identity, individuals also draw a portion of their own identity (Clopton,2011) and so through acquiring physical capital in PE by being part of the teams, the participants habitus would have been reinforced from validation through shared experiences with peers. Similarly, their physical capital would have been acquired in the same way, with an

analogous validation on their habitus as they bult their sporting biographies across the field of PE. The establishment of physical capital would have come from peers through their shared experiences as a team, with its stocks coming in form of appearances, modes of movement, gestures and embodied knowledge (Light and Quay, 2010). Although the data shows that participants were involved in the sports teams at school, they did not make any explicit comments that illustrated physical capital being acquired and therefore, it is only through literature that concludes physical capital is acquired through sports team participation that it can be assumed this would have been attained by participants during the anticipatory stage (Light and Quay, 2010; Clopton, 2011)

As well as physical and social capital that would have been ascertained during the anticipatory stage contributing to the validation of their habitus through their experiences in PE as students, there would have been a quantity of cultural capital underpinning this validation. Cultural capital includes those elements of an individual that are connected to institutions such as school and include behaviour, vocabulary and accent (Bourdieu 1986; James 2011). In the interviews, participants briefly referred to their cultural background by making reference to their school, therefore giving an insight into how stocks of cultural capital they were proxy to could have contributed to their emerging habitus in PE.

> "I went to a prep school until I was about 9 or 10, then I went to a state school" (Sam Banks)

> "I went to a three-tier education system. So, we had primary, middle and secondary." (Harley Clarke.)

These diminutive yet important insights into the participants cultural background, offer a potential meaningful insight into cultural capital they would have had before existing in the field of PE. Both Sam Banks and Harley Clarke were at least partially educated within the private sector and so would have had a degree of cultural capital obtained purely by their families having the ability to opt for fee-paying education (Lynch and Moran, 2006). As well as this, during their time at school, they would have accumulated cultural capital through learning behaviour and vocabulary, with findings suggesting those students that have a higher level of cultural capital by the age of 15 are more likely to be physically active as they get older (Engstrsöm, 2008). This offers support for the

validation of the participants habitus in the field of PE, whereby indicating that as they move into the second and third stages of occupational socialisation, their cultural capital enhances and allows their habitus to develop further. This notion is discussed later in the chapter in section 4.1.2. Drawing this part of the discussion to a close, it is important to note that it would be unjust to apply the notions of cultural capital in the anticipatory stage further without being a discredit to the participants. There is a possibility to suggest that an avenue for further research should explore the stocks of cultural capital in PE teachers throughout each stage of occupational socialisation and the subsequent influence this has on their practice as a result of their emerging habitus.

What has been discussed so far outlines the PE teachers' attitudes having been formed during the anticipatory stage, as a result of enjoyment and/or ability across PE and Games, as well as through observing their own PE teachers' attitudes, with evidence that these either become reproduced as part of their subjective warrant (Stran and Curtner-Smith, 2009) or challenged as the students move into the professional stage of OS (Timken and McNamee, 2012). It also takes into consideration where they may have acquired different forms of capital in the anticipatory stage of occupational socialisation and how these would have contributed to the validation of each of the participant's emerging habitus.

4.1.2 The Professional Stage

At this point in OS, individuals would have accumulated their attitude towards PEGPA through the apprenticeship of observation on their own PE teachers, and will now seek to build upon or challenge these in the professional stage of OS; the stage of formal teacher training (TT). It is during TT that Watkins and Mortimer (1999) suggest that PE teachers will assemble their attitudes and pedagogical knowledge (Schulman, 1986) towards delivering PEGPA, and this section will look at which attitudes they learn throughout their TT, how they deem this to have shaped their attitudes and practice, and the influence they subsequently perceive this to have on students.

Sam Banks recognised that their mentor in teacher training had highlighted the importance of learning to stay calm and to keep things simple; "I learnt lots from the lady that was my kind of head of department... about being calm, and making things simple. That was really, a really important thing is if you make things too complicated things just go wrong quite quickly." This attitude which

Sam Banks was inspired to incorporate into their own teaching, is just one way in which they perceived themselves to be able to influence their own students, by providing an inclusive practice for everyone; "my main aim is to make sure everybody enjoys participating...and I think if you keep things simple then that should happen". Jamie Williams similarly outlined how significant individuals in their TT influenced their attitudes towards creating a motivational environment for all students within PEGPA. "I had a really good guy at uni... he was really good at just giving different ideas of getting up and how to motivate and we had a couple of lecturers like that at university that were really inspiring and they were just like so full of energy...". This contributes to the idea of the professional stage of OS being an accumulation of the same apprenticeship of observations that begins in the anticipatory stage; showcased through Jamie Williams mentioning how their energy and motivation as a teacher is important when influencing students to participate: "It's really important. Because I think what you need to remember is whatever mood you are in and how you put that across, that's almost how the kids are going to reflect that." This attitude towards motivation embodied by Jamie Williams illustrates how the professional stage shaped attitudes towards their pedagogy, which they perceive to influence their students through the energy and motivation they provide a class.

As Pajares (1992) notes, attitudes are picked up by individuals through their experiences at any point in their life, yet those addressed are specific to the participants TT and so the attitudes that were learnt at the professional stage will differ between each PE teacher, depending on who they were taught by, as well as the time they were taught. Harley Clarke acknowledged their time in teacher training to be at a time prior to the PE curriculum reform when the PE curriculum was heavily Games dominant (Department of Education and Science, 1989). Although expressing "you go to university and it's again it's still very much Games dominant...It's early stages National Curriculum so lots of pressure on Games.", the structure of their learning during their TT was distributed equally between each part of the curriculum, "we spent 6 weeks on each subject area...and we were expected to sort of acquire all of the skills...". Taking this into consideration, it is important for this part of the discussion to note Harley Clarke's attitude now as a Physical Educator towards the curriculum of PEGPA: "I don't think Games should be seen as the dominant thing". In the context of discussion, it is relevant to note that being taught a diverse curriculum during a time where Games was undeniably dominant could have led to the attitudes Harley Clarke embodies regarding curriculum diversity, how this shapes their practice/provision, and how this can influence their students. This is recognised in literature with Oh and Graber (2019) indicating that experiences are what shapes

teachers' attitudes towards how relevant they perceive curriculum to be in PE. In this sense, it is how important Harley Clarke perceives Games to be based on their time in the professional stage, and how this has subsequently shaped their practice. This idea that it is a teacher's responsibility to create an educational climate where all students have the ability to excel is outlined by Theoharris (2008), and Harley Clarke surfaces multiple times throughout their interview that they value the provision of outdoor activities, rock-climbing, and mountain biking. The utilisation of such activities in their practice gives those students whose habitus does not align with the doxa of team Games dominated PE field, the opportunity instead to align their habitus and have a better chance at acquiring physical capital by participating in non-Games dominant activities where their physical ability may be more suited. Reciprocating a diverse curriculum, they experience at university, despite going through TT at a time when they PE curriculum was Games dominant (Department of Education and Science; 1989), highlights how such attitudes towards a PE teachers' practice can be established throughout their TT in the professional stage of OS.

Within this part of the discussion there is also scope to acknowledge and apply the concept of a developing sense of cultural capital. This increase in cultural capital came as their subject specific knowledge advanced throughout their time in the professional stage and therefore assists their habitus to align with the doxa of the field as they approach the organisational stage of occupational socialisation. Throughout the interviews, the participant's each made reference to their time at university where they undertook their teacher training, and what they learnt at this stage. Below are extracts from the interviews of both Jamie Williams and Harley Clarke, where they made reference to their time in the professional stage and what knowledge they acquired as part of their cultural capital.

"When you go to university, it's still very much games dominant. Although my uni was quite good in respect where we spent 6 weeks on each subject area. So, 6 weeks of netball 6 weeks of badminton with specialists and we were expected to sort of acquire all of the skills…you know gymnastics as well" (Harley Clarke)

"Through my PGCE I worked in a grammar school and a normal state comprehensive…you go and watch other people do the teaching and you can sort of get ideas from them and how they sort of get and vary their activities and differentiate their activities. I had a really good

guy; he was really good at just giving different ideas of getting up and how to motivate"
(Jamie Williams)

Both Jamie Williams and Harley Clarkes accounts of their time in the professional stage, illustrate how cultural capital enhances in the professional stage of occupational socialisation. This appears to be result of learning content and observing others. Through this process, those individuals who intend to go on to be teachers of PE, amass a knowledge of PE specific pedagogical knowledge and vocabulary, therefore enhancing their cultural capital. This means that as they approach the organisational stage of occupational socialisation, there is opportunity for them to profit from their enhanced stock of cultural capital, with their enhanced knowledge helping their habitus become adjusted to the requirements and doxa of being a teacher in the field of PE. Certainly, cultural capital would evolve differently, dependant on the individual and any experiences and opportunities they have in the anticipatory and professional stages of occupational socialisation. This of course, in turn would have a congruous effect on their attitudes towards Physical Education, Games and Physical Activity too, dependent on these experiences and how their cultural capital influences these. Consequently, there is a place in research to explore how cultural capital evolves throughout each stage of the occupational socialisation, and what dominion if any this has on an individual's habitus at each stage.

Overall, this section of the discussion has understood that the provision of various activities is a desired component of their pedagogy they aspired to deliver once emerging out TT in the professional stage. Furthermore, cultural capital has been acknowledged in relation to subject knowledge in the field of PE being enhanced throughout the professional stage and subsequently, how this may have influenced their habitus emerging in the organisational stage. In the next section, the ways in which organisational factors have allowed for the staff participants to shape their practice in the organisational stage, as a result of attitudes developed in the first two stages will be discussed.

4.1.3 The Organisational Stage

The organisational stage is apropos to such ways an individual's practice is shaped once they emerge from their formal teacher training as a Newly Qualified teacher (NQT) into the workplace. As Aldous and Brown (2010) mention, as individuals emerge from TT in the professional stage as NQTs, they are inclined to suppress their attitudes and beliefs, as our habitus are not fixed, so as we enter new social settings our habitus have to catch up with the doxa of the new field entered, in this case the department ethos. A department's ethos is just one organisational factor which shapes attitudes within the organisational stage of OS. We can see the role of department ethos in the organisational stage through the attitudes of Harley Clarke and their attitudes towards rock-climbing and mountain biking, ones they previously mentioned in the anticipatory and professional stage. Within the interview, Harley Clarke expressed with a seemingly high value, their attitudes towards making outdoor sports more accessible, as an attitude they have been able to action overtime since working within the department; an attitude they actioned through wanting a more equitable experience for all students and for them all to be celebrated equally.

"Rather than being you're a Games player so therefore you're the best. Why not... an orienteerer, or cross-country runner, mountain biker why can't they be celebrated as well" (Harley Clarke)

This attitude is then reiterated and developed upon in reference to the organisational stage, with a particular focus on the delivery of mountain biking and climbing, and how this has been shaped by the department ethos in their current employment. Harley Clarke notes that in their current teaching environment, the department and school ethos now support the delivery of such activities.

"Climbing I have done more of. mountain biking, I have done quite a bit...it's something which the school...is currently pursuing, and encouraging girls to get out there" (Harley Clarke)

Although not an NQT when joining their current employment, the acknowledgement towards Harley Clarke going through the process of their habitus changing to align with the doxa of their department when they joined, to emerging in their practice as being one where they can action on their attitudes towards mountain biking and rock-climbing being part of their practice and provision, allows an understanding of how PE teachers attitudes are formed and influenced through the organisational stage of occupational socialisation.

Attitudes towards such activities being delivered could be identified as an attempt to create a field of level opportunities, an attitude reflected in staff participant responses as an element of the department's ethos, which could be an organisational factor in this stage of OS influencing the formation of attitudes in its members of staff:

> "I think the beauty of activities like that is that they are levellers…like pop-lacrosse, or you know handball or things like that, it really helps, it really helps." (Harley Clarke)

> "In some ways teaching things like pop lacrosse um, ultimate frisbee, touch rugby, trampolining, they're not necessarily relevant in the specific activity. It's relevant that they are developing different skills...I would hope that we provide enough opportunities" (Sam Banks)

> "Something brand new makes everyone back to basics, even the really good people…it sort of brings back the level playing field, so people that weren't good at the traditional Games can suddenly be good at something and they are just as good as other people" (Jamie Williams)

Each of these responses resembling similar attitudes towards sports that create equitable opportunities between students suggests that for each of the PE teachers who were interviewed, their habitus has caught up with the social setting, to become aligned with the department ethos, which is the doxa of the field they work in. In a setting where PE teacher's attitudes are influenced by the organisational factor of department ethos to deliver leveller activities; students who would lack the opportunity to acquire physical capital in activities dominated by those whose habitus compliments them, are provided with a more equitable climate to acquire physical capital alongside

their Game's dominant peers. Hills (2007) highlighted the need for equal opportunities to be a necessary part teacher practice, as a consideration for the diversity of girls' interests, in order for all girls to have choice and opportunity in their ability to acquire physical capital. Through belonging to a department where the ethos is in support of equal opportunities across PEGPA, regardless of student's habitus, PE teachers are able to curate an equitable educational climate where those who are interested in such activities can participate with as much opportunity to acquire capital as those whose habitus aligns with the 'mainstream' sports. French II (2016) and later Nadelson *et al* (2020) express the notion of equitable educational mind-sets being a product of a teacher's attitudes, which shape their mind-set; thus, supporting the idea that the organisational stage of OS can shape a PE teacher's attitudes through the existence of a department ethos as an organisational factor suppressing or supporting prior attitudes from the earlier stages of OS. Whether a department ethos enables PE teachers to embody their own attitudes of delivering 'levellers' as part of their practice, or influence them to embed this as a new attitude, the organisational factor of department ethos can shape the practice of teachers which can subsequently have an influence on the experiences of their students across PEGPA via the activates they wish to or are told to deliver. Meaning, if teachers are occupationally socialised through their departments ethos to deliver a Games-dominant curriculum then it is possible that those students whose habitus does not complement the Games delivered would experiences an in-equitable educational climate. The common notion that a department ethos as an organisational factor creates and facilitates attitudes of providing a variety of activities through the organisational stage of OS, is perceived by the staff participants as a way they are able to influence their students across PEGPA, later discussed in section 4.3.2.

Part of curating a department ethos is the role of leadership, another organisational factor indicated from the staff respondents as a factor that shapes their attitudes and subsequently their practice. The role of Sam Banks as department leader in shaping the departments ethos is discussed throughout section 4.2 via establishing an understanding of their own attitudes towards PEGPA and how this influences the attitudes of their colleagues through the department ethos curated. The influence of leadership on an individual's attitude is one that has been recognised across literature (Garnier and Enomoto, 2006; and Theoharris and Haddix, 2011), where it was recognised that leadership can contribute towards equitable educational culture. These study's findings were from America, meaning that being evident in a U.K study highlights how the organisational factor of leadership is universally applicable in influencing teachers attitudes and practice. The role of the bursar as part of leadership was identified by two staff participants as an

organisational factor being able to influence their attitudes through enabling or disenabling practice:

> "We have got a head and a bursar who are massively into sports... I don't ever feel restrained" (Sam Banks)

> "We had a bursar there who really couldn't give sport the time of day. Now we've got a bursar who loves his sport, that's just a win, for everyone. For all of us, it's just going to help all of us." (Alex Moss)

Having leadership which enables PE teachers to shape their practice to suit their attitudes towards PEGPA, subsequently contributes to the influence on the students within their school through either enhancing or hindering the extent to which their teachers are able to shape their practice of PEGPA. Having gained an understanding of the contexts in which the attitudes of the participants originated from and curated within, the next theme expands on each staff participant's own attitudes towards PEGPA and how this may influence their students.

4.2 Physical Education teachers attitudes towards PEGPA

This theme discusses each participants' responses regarding their definitions of PEGPA, as well as their attitudes towards them.

4.2.1 Staff definitions, attitudes and practice related to PEGPA

In the interviews, staff participants described the ways in which they defined PE, for example Sam Banks defines PE as "more to do with planned learning...the children are learning new skills, movement skills...about how their body works and responding to exercise". This recognition of students learning about how their body works begins to embody the essence of the psychomotor domain of learning (Kirk, 1993). Other staff participant's responses recognise the ability of PE to develop their cognitive domain through applying tactics, and their affective domain through engaging in Physical Activity they enjoy:

"Encouraging pupils to find an activity which they enjoy, an activity which they can see their skills transition" (Harley Clarke)

"Things like tactics and how to apply the tactics...they're not just playing the sport; they're learning about sport and about how their bodies work towards a sport." (Jamie Williams)

"More about developmental education so its um it's about education absolutely at the front of what you're doing" (Alex Moss)

AfPE (2015) defines PE as being a part of the curriculum that is planned for progressive learning, where students learn to move and move to learn. This definition is reflected through the participants' own attitudes towards the subject with Sam Banks and Jamie Williams embedding the idea of learning to move and moving to learn in their definitions, expressing PE as being a place for students to learn "how their bodies work". Alex Moss's definition of PE reflects the essence of planned and progressive learning through emphasising that developmental education must be at the front of teaching in PE. Transitioning from the understanding of the participant's definitions towards PE to how they define Games, AfPE's definition can help us understand the context of how Games is used within their school. AfPE (2015) defines Games (School Sport) as being beyond the curriculum. However, in the school that the participants work in, Games is a requirement for students on their timetable and the staff participants defined it in the following ways:

"Involving competition and comparison of skill level between you and your opposition. Rules and regulations, always having a winner and a loser". (Sam Banks)

"Is the dominant thing...it conjures up a minority of a year-group doing the activity"

(Harley Clarke)

"The team's sort of things for the Games is just for the people that want to do competitive fixtures" (Jamie Williams)

"Can be about performance as well...there should be a bit more responsibility on independent learning" (Alex Moss)

The definitions of Games given by the participants all align with the notion that Games is competition and performance orientated as well as an opportunity for independent learning. Harley Clarke also mentions how Games is dominant where only a minority are catered for within competition and performance. The similarity between the participants definitions of Games suggests that attitudes towards Games in this research setting are part of the infrastructure of the departments ethos and could be used as a starting point in understanding how their attitudes shape their practice, as well as how their practice then influences their students. At times, this will account for attitudes shaped and expressed regarding the three stages of Occupational Socialisation discussed in section 4.1.

Taking into consideration Sam Bank's definitions, they see PE as a place for developmental education and Games for performance and competition. However, overarching these definitions is their attitude towards PA as governing more importance in their practice than either PE or Games. PA, defined by AfPE as bodily movement, is valued highly by Sam Banks, "I think physical activity is the most important thing for me". Sam Banks is motivated by the goal of making sure all students have the opportunity to be physically active as well as understanding the importance and benefits of doing so. Their attitudes towards PA are reflected by DfHSC (2010) which refers to PA as being a panacea to society's problems and illnesses. One way in which Sam Banks suggests their attitudes towards the importance of PA shapes their practice is the use of a wide range of opportunities so that students can find something they enjoy, "when they [students] try something new and they love it...where you've engaged them [students], and they are excited or interested in what you're doing". Taking the attitudes of the other participants, it is evident that as head of department Sam Banks creates a department ethos as an organisational factor, as similar attitudes towards opportunities and PA are also expressed by the other staff participants:

"With the right enthusiasm, the right set up, you can get pupils to achieve, and if they achieve, they enjoy, and if they enjoy, they'll go out and do it" (Harley Clarke)

"Giving them the ability to fundamentally enjoy play" (Alex Moss)

"The more active they are, you hope they will find something that they like, and then they will choose to be more active once they have left." (Jamie Williams)

Drawing upon theory and literature, this formation and influence of attitudes of practice can be understood. If the department being studied is taken as the 'field' then this field will have a doxa. The doxa of the field are those "collective beliefs, norms and attitudes about the ideal or 'right' practice" (Bourdieu, cited in Larsson 2016:4). In this field the doxa is illustrated by a potential department ethos which exists as part of the collective beliefs; represented through the staff participants sharing attitude towards the importance of PA and henceforth providing a diverse range of opportunities for students to participate in. As the PE teachers interact within the community of this field, their attitudes are shaped by the organisational influence of the department ethos, discussed previously in section 4.1.3. This influence shapes those attitudes of the department and creates a shared attitude of importance for PA and opportunities provided. This then becomes a collective attitude embedded into the habitus of each individual through their experiences and interactions within the field, and as a result contribute to doxa of the field. This consequently leads to an alignment of habitus across the department, where each individual expresses a similar attitude as part of their occupational socialisation (Stroot and Williamson, 1993). It is possible that attitudes maintain their alignment through the idea of social capital, which is the idea that individuals align their attitudes to those of the doxa in order to obtain a sense of belonging to the group to accrue collectively owned capital (Bourdieu, 1986), and therefore a collective attitude towards the importance of PA across PE and Games is established and maintained. In section 4.3.2, the potential influence of PE teachers' attitudes shaping their practice in this way is discussed.

This importance of PA is possible to have stemmed from one of the aims of the NCPE being to encourage pupils to lead healthy active lifestyles (DfE, 2013a). With the study having a focus on their KS4 female students, it is not coincidental that all 4 staff participants who had previously taught in state school environments under the NCPE, all had an attitude of high value towards PA in order to get students moving and motivated to find an activity they enjoy before they leave at the end of KS4. Alex Moss outlined the implementation of this attitude in their practice of PE and Games; "there's a lot of talk in my lessons about getting them to a point where they would be able to book court time in a leisure centre in five years' time and irrespective of where they go and what they do, them understanding when they leave key stage 4 with us, that there are real benefits". This attitude being a direct influence on how Alex Moss shapes their practice, provides an illustration of the link between teacher's attitudes, their practice, and their intended influence on their students; which will be discussed in 4.3 taking into consideration the student responses. In this case, their attitude is that PA is important for students to understand how to lead a healthy active lifestyle, this shapes their practice in a way that they aim to educate students how to maintain PA once they leave school, influencing them by giving them the tools to do so.

Thus far, it is understood that all participants express a noticeable difference in their definitions of PE and Games, however all stand under the same attitude that PA is important in influencing students to lead healthy active lifestyles, an attitude that appears to be embedded in the department ethos. As well as their attitudes towards PA shaping their practice of PE and Games, the participants also expressed attitudes towards the teaching styles they use as part of their pedagogy to influence their students.

4.2.2 The use of teaching styles in their practice of PEGPA in influencing students.

As discussed in 4.1, it is known that the educational climate a PE teacher can create can curate an environment with the ability to influence their students (Theoharris, 2008). Each of the staff participants expressed varying attitudes towards the teaching styles they opt for when teaching their KS4 female students across PEGPA, in hope of influencing students through their practice:

"Much more laissez faire and you know it's quite nice to just let them lead if possible… Generally, much less of a didactic style...that gives them a more relaxed environment in which they feel a bit happier to, give, really." (Sam Banks)

"I quite like the sort of whole-part-whole… you have to use a variety because some kids although all they want to do is play a Game and then some actually want to learn a skill to put into a Game." (Jamie Williams)

"So, in key stage 4 it is part to do with the play element...when they are enjoying the scenario it is about subtly trying to put cues in so that they want to improve. very much a Game-play model with information put in as they play." (Alex Moss)

From their responses each participant has a unique attitude towards what teaching styles they use with their KS4 female students. Morgan *et al* (2005) use Mosston and Ashworth's (2002) spectrum of teaching styles to explain how a teacher's selection of teaching styles is stimulated by their experiences, which could be those from the anticipatory, professional and organisational stages of occupational socialisation. Iserbyt *et al* (2016) offered an understanding that a teacher's selection of teaching styles is part of their practice which, when implemented correctly can influence a more positive experience in PEGPA for students. Following on in this section, Mosston and Ashworth's (2002) spectrum of teaching styles is used here to allocate styles to those recognised by the students as part of their PE teacher's practice.

In response to the student questionnaires, one of the students Ella referred to the practice of Sam Banks as alternating between reciprocal and guided discovery, "the teachers give us a mixture of set tasks... but they also set open ended things.". Sam Banks definition (above) infers that this style of teaching encourages pupils to contribute in their lessons through the climate created. Sam Bank's teaching style being recognised by Ella, one of their students, shows that students do recognise the teaching styles used by their PE teachers. This can influence students through building an enjoyable environment, recognised by Juliet in regards to guided-discovery learning, "being allowed to interpret a task ourselves is often beneficial as it can be focused on what we need to learn specifically instead of the group as a whole.". Responses from the students

expressing that the styles which their teachers deliver their lessons in being beneficial for their learning highlight the importance of the educational climate a teacher creates, supportive of literature which focus on the importance of pedagogical choices in shaping climates which shape student experiences (Graber, 1995; Morgan *et al*, 2005; Iserbyt *et al*, 2016).

Alongside understanding the effective use of teaching styles in creating educational climates, with staff participants acknowledging their use of laissez faire, less didactic, play orientated styles of teaching, Laura, Hannah and Sophie recognised the use of the command teaching style (Mosston and Ashworth, 2002); a direct instructional approach to teaching (Metzler, 2011), which is orientated around the mastery of skills, where teachers perform as an instructional leader "centre-stage" (Curtner-Smith, and Sofo, 2004):

"Normally the teacher says, and we do." (Laura)

"I think teachers tend to tell us what to do and expect us to do it". (Hannah)

"The male teachers in PE kind of just tell us what to do whereas the female teachers guide us and tell us to use more of our thinking" (Sophie)

Although didactic, command styles of teaching have been recognised, students did not attribute them to any teacher. As well as this, although Sophie recognised a difference in the delivery of their teachers through gender, the response can only be utilized in recognising the difference, as if it was to be connected to the staff participant to responses the ethical considerations of anonymity could be disrupted. With the recognition of command styles of teaching, it was not expressed by students that this had a negative influence on their learning, in fact one student, Rhiannon, made a connection between the use of command style teaching with an attitude of respect, "We are expected to listen and follow instructions but that is out of respect". Command styles of teaching being utilised in order to gain respect was something recognised by Harley Clarke when delivering high risk activities across PEGPA, "if there's a danger element then command style of learning, you have no choice but...as long as you pitch that to the pupils at the start and don't come across as authoritarian." They then associated the attitude of using command style with teaching in the outdoor environment to gain respect at the same time as

creating an enjoyable climate, aligning with their interest and attitude towards delivering both climbing and mountain biking, "you see that a lot in the outdoor environment, you have to have a much calmer demeanour. If you have a calm demeanour, and you can explain to the pupils beforehand that this is what we are doing today, this is how we will deliver you know then they are going to accept". The command style being used with those activities that carry a higher level of risk is not uncommon knowledge, it takes common sense to understand such an association. However, it is the notion of Harley Clarke's understanding that if delivered with respect and a calming demeanour, then the respect from students can become reciprocated as highlighted by Rhiannon. Harley Clarke outlining a correlation between their attitudes towards outdoor activities and how this shapes their practice to using certain teaching styles within them to gain respect, being supported by student responses expressing how such teaching styles are used to influence them in terms of respect in the classroom is one-way students can be influenced in the field of PE. This notion is just one starting point to understanding the influence of PE teachers on their students via their practice.

4.2.3 The influence of capital on the sports delivered and teaching styles used.

There is also scope for those teaching styles opted for in teachers practice to be an impression of their capital, delineated through the teaching styles they use to deliver various activities, especially those in the curriculum that are non-traditional. For instance, Harley Clarke speaks at length in their interview about mountain biking. Though the interviews did not seek information on the participants capital, from engaging in literature, there is room to suggest that through Harley Clarkes participation and interest in the sport mountain biking, they may have a certain degree of social, economic and cultural capital that could be influencing their election of teaching styles. Literature is answerable to coining mountain biking as a lifestyle sport, where the participating demographic is both stereotypically labelled and found through research to be one of white, middle-class participants (Bordelon and Ferreira, 2019), thus indicating existence of economic capital in the sport. Literature also notes that the mountain biking subculture is one enriched with knowledge, where those who are entrenched in their knowledge and skills, willingly impart their knowledge to new members to fully incorporate them into the community (McCormack, 2017). This understanding advocates an existence of cultural capital attained through being a more knowledgeable other in the field, yet also exemplifies a strong sense of

social capital existing throughout the subculture via the habit of sharing knowledge to others in the community to help them improve. With a brief understanding of where Harley Clarke may have gained different stocks of capital, whether that be social, economic or cultural, through interacting with the subculture of mountain biking, the data from their interview can aid an understanding of how capital from non-traditional sports can be prioritised in their practise at certain times. For Harley Clarke, capital from mountain biking had the potential to exist from the anticipatory stage; "spent quite a lot of time on my bike in the woods…and I just wanted to carry on doing a job which you know meant I could keep doing that and maybe pass on what I enjoy to others.". This quote indicates that from an early stage, the subculture of mountain biking was shaping their habitus as one to share and impart knowledge to others, as suggested by McCormack (2017). In addition to this, Harley Clarke was able to prioritise the privilege they had procured from mountain biking at various stages, with the following quotes indicating various places they were able to prioritise their capital through their practice;

"Mountain biking, I have done quite a bit. I did quite a bit in X with the school there, and it was hugely popular."

"It's something which the school in this area where I live now, is currently pursuing, and encouraging girls to get out there."

"I was doing a lot of climbing and cycling and mountain biking"

"If you look at other countries around the globe you know… it doesn't seem to be this sort of gender difference you know, boys and girls play the same activities, do the same activities. Which is why I like the more outdoor elements"

These quotes, evidentially represent an existing relationship between accumulating capital through existing as part of a sports subculture and being able to prioritise this at certain points in their career as a teacher. In the case of Harley Clarke, they desire to share their knowledge with students, and do so through opting for activities they have a higher level of cultural capital, in their mountain biking. Understanding the foundations of how an individual's capital can influence the activities delivered in their practice, it can be understood how capital would foreshadow teaching styles varying in use. For instance, although Harley Clarke wants to encourage participation in mountain biking, they opt for a command style of teaching in order to keep students safe due to the high-risk nature of the sport; "if there's a danger element then command style of learning, you have no choice". Of course, with there being opportunities for Harley Clarkes capital to be a privilege and shared through command styles of teaching to keep students safe, there are times where their habitus has clashed with the doxa of the PE field in the organisational stage because of the way they teach.

This understanding from the data came from Harley Clarke speaking of attitudes towards PEGPA in their practice, explaining that all students' achievements should be celebrated regardless of the type of activity delivered; where they also expressed a concern over the risk of a games dominant curriculum being demoralising for those students who struggle to flourish in the more traditional games.

"That sort of collective bond of celebration you know overcoming what seems a real challenge to start with. It really has helped the way I teach"

"Why not…someone who's a fantastic gymnast you know or orienteerer, or cross-country runner mountain biker why can't they be celebrated as well."

"The games periods, they were very much driven you know skill-based, but again if you weren't really a games player, although they had teams for everyone it was quite, I would say demoralising...because if you were in the sixth-eleven you would have to play but you would be pretty embarrassed by the fact that…. you know children aren't stupid, they

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know what they are good at and what they're not good at and it was embarrassing to be honest."

In reference to their attitudes towards having a curriculum where all students are able achieve and be celebrated which could be a part product of their habitus having come from being part of the mountain biking subculture where the sharing of knowledge and skills being celebrated; Harley Clarke found his habitus clashing in environments where traditional games possessed more capital.

> "It's made me you know unpopular with fellow colleagues uh, and I have had stand up arguments with people that I felt have belittled and put off pupils and you know it really hurts me. And you know the sort of games dominant traditional teachers almost view pupils you know, for example just riding a bike or whatever through the woods, which can be a huge achievement for some, they just laugh at it and sneer at it like oh crikey they are just going for a ride."

Compared to interacting with an organisation where they had been able to deliver non-traditional activities and therefore being able to prioritised their existing forms of capital; in an organisational environment where traditional games are dominant, the habitus of Harley Clarke lost privilege, fell out of line with the doxa the field and thus experienced heterodoxy. Taking this into consideration, it can be suggested that there is an organisational influence on whether or not a PE teachers habitus aligns with the field or whether they experience heterodoxy, appearing to be dependent on the curriculum delivered. This realignment was evidenced by Harley Clarke. They first mention an organisation where they were not able to flourish due to it being games dominant, then how in an organisation they currently work in everyone is able to shape their practice to their strengths to influence pupils.

> "They flipped major sports around, from football - rugby, to rugby- football, which was a big change then. Um but I would say it was still very much games dominant."

"The [X] independent which I thought was a better model, which ironically is the model which my current employment is now following which I think works. You know it has a variety of different activities, reflecting the skills of everybody and making people happy. And then you do have pupils which do want to get out there and do it rather than 'oh god I've got to turn up to games'"

In terms of capital influencing practice; by working in an organisation where the doxa of the field allows each individual to flourish by giving them the platform to shape their practice to their strengths in and attitudes towards PEGPA, it gives room for individuals varying capitals to be prioritised. What this denotes, is that in order for students to be positively influenced by teachers practice, then the organisation must be host to a doxa where those practicing within are able to align their capital, attitudes and habitus with the field and be able to practice to their strengths.

This part of the discussion as looked over the use of teaching styles in their practice of PEGPA in influencing students, as well as the influence of capital on a teachers practice and how well this aligns with the organisation they work within. The next theme will discuss the various influences the staff participants perceive to have on their students, drawn from the data through thematic analysis.

4.3 Staff participants shaping their practice to influence students.

Taking into consideration what is now known about how a PE teacher's attitude has the ability to shape their practice, we can look at the student response to their attitude and how this supports the way which the practice creates an encouraging environment for their students. The following section will give the reader an insight into how the participating secondary level teachers of PE perceive themselves to influence their KS4 female students throughout their practice; evidenced through the voices of staff and students.

4.3.1 The influence of an encouraging environment promoting participation.

As outlined in 4.2.1, Jamie Williams, Sam Banks and Harley Clarke similarly expressed attitudes towards the importance of Physical Activity needing to be an environment where students can get

active, have fun being active and find an activity they enjoy sufficiently that they choose to pursue it outside the parameters of their secondary education; regardless of that being in PE or Games. The DfHSC (2019) highlighted Physical Activity as having this same ability and states that Physical Activity can help individuals discover shared activities and contributes to building strong communities. The following responses outline how the KS4 students participating in the study recognised their teachers creating an encouragement environment in PEPGA:

"My teachers encourage me to play and join in matches" (Hannah)

"Teachers definitely influence my experience and this has been really positive - they have all been supportive, nurturing and take the time to listen and help." (Ella)

"Just the way they act. They are all nice and that influences me to try harder." (Chloe)

"I love playing matches and the feeling of success and all the hard work paid off is the best. when the teachers congratulate you, you feel even more proud because you can see they're actually proud." (Sophie)

These responses highlight the value held by their teachers in shaping such an environment. As well as this with both staff and students' participants identifying the existence of an encouraging environment, it becomes apparent that perhaps the field of PEGPA in this research setting is one where encouraging other is an attitude ingrained into its doxa. Harley Clarke provides an example of encouragement being an attitude that is attached to the field of PEGPA in their organisation which shapes practice and influences the KS4 female student:

"Make sure that in every lesson there is at least some achievement...it's something which they will come back for more...There's a couple of girls that left a few years ago that were really put off in terms of physical activity...by the end of their schooling we were confident,

really charismatic, athletic young ladies that you will now go out and be very successful...That is incredible."

This example from Harley Clarke outlines exactly how a teacher's attitude towards amalgamating a learning climate where students' achievements are recognised and they are encouraged to participate can shape their experiences within PEGPA with this particular instance focussing on the influence it has on girls. Using the anticipatory stage of OS to understand how each of the staff members have come to embed the attitude of creating an encouraging environment, it is also possible to suggest that attitudes towards creating an enjoyable environment could have stemmed from the enjoyment in PE and Games themselves and wanting to stimulate the same environment of enjoyment for their students. Not dissimilar to research of Harvey and O'Donovan (2013) who outline those who are successful across PEGPA are more likely to become a PE teacher through their sporting biography being shaped, are those who experienced a positive environment in PEGPA themselves more likely to value the importance in creating one for their own students too. This process would have been part of the apprenticeship of observations (Schempp, 1989; Lortie, 2002), where through experiencing their own teachers creating an encouraging environment, they would have embedded likewise attitudes through observations and carried them through to their own practice.

The embedment of attitudes towards creating encouraging environments is relevant to the idea of habitus' everchanging alongside our interactions and experiences within social settings (Bourdieu, 1977), in this case PEGPA is the social setting and attitudes as part of habitus are shaped through occupational socialisation. With all staff members acknowledging the importance for an encouraging environment, it is apparent that attitudes towards encouraging an environment are one of high value within the habitus of those who deliver PEGPA and it is through the process of occupational socialisation that these could either be catalysed or suppressed.

4.3.2 The influence of opportunities: choice and variety.

Alongside curating an encouraging environment being a perceived vehicle for influence, another element of practice that appears to have an influence on their students are the opportunities offered across PEGPA in the research setting. To understand this influence, it is useful to understand the context of the school's PEGPA curriculum. For PE, in year 10 they rotate through

activities in organised groups and as they move into year 11, they are able to choose which activity they participate in, including basketball, the fitness suite, tennis etc. For Games, both year groups in KS4 are able to join team sports such as hockey, football and netball. They also have a choice between other activities including rock-climbing, fitness and horse-riding. All students have both choice and variety across the curriculum in KS4.

Sam Banks as Head of Department expressed their attitude towards having a variety of opportunities on offer; "I think that we are all aware that we need to provide enough opportunities so that there is something for everybody", which is reminiscent of how they have structured a curriculum where this is possible for students. One colleague, Alex Moss, highlighted how they believe that by giving students choice, it gives them ownership, "The choice element means that people can dip in and out...I think at key stage 4 choice is absolutely imperative". The student responses recognised the influence of choice and variety in their PEGPA curriculum too.

"PE has shown me a wide range of sports and allowed me to try sports that I otherwise wouldn't have" (Kate)

"It's been really enjoyable playing a variety of different sports and having fun whilst doing so. It's nice to play sports with people we don't usually play with." (Morgan)

In an environment where gender norms tend to be a dominant characteristic of the field (Azzarito, and Solmon, 2009), the opportunity of choice is important for KS4 girls due their levels of reluctance in participating in sports they perceive as 'boys' sports' (With-Nielsen and Pfister, 2011). This means that through their PE teachers giving them a choice and variety of opportunities, they are able to follow a path they perceive their habitus to fit into regarding their gender identity. Previously, as recognised in literature, certain sports are labelled as feminine sport; tennis, aerobics and horse riding; and are associated with characteristics such as gracefulness, slenderness and femininity (Pfister, 1993; Koivula, 1995; Klomsten, Skaalvik, and Espnes,2004; Klomsten, Marsh, and Skaalvik, 2005). By giving students ownership over the activities, they are given the opportunity to participate in, these deeply ingrained labels can begin

to be diminished through a decline in association of girls participating in one sport and boys another.

The characteristic of choice for students being an influential characteristic of their teachers' practice, can further be understood through literature in relation to habitus and the choice of girls in PE. It is thought that girls are more inclined to choose sports that are more likely to bring success for their body type and not those that are not deemed appropriate for their gender in a motif to acquire physical capital (Gorely *et a*l, 2003). This could mean that if students are not provided with choice, then the possibility for them to opt into activities, to interact with their habitus where they best fit, to acquire physical capital becomes restricted. Counteracting this, in an environment with no choice, those students whose habitus fit the requirements of the field would acquire habitus and succeed, with those whose habitus does not complement the doxa of the field being limited in such an opportunity. This has been recognised as a negative influence on the participation of KS4 girls across PEGPA relevant literature, where girls become excluded from typically 'boys' sports in the absence of choice (Head-Rapson and Williamson, 1993; Thorne, 1993). Such connotations of the exclusion of girls in PEGPA are not uncommon throughout literature, however the inequality of experiences between boys and girls in the research setting were not resounding in the data collected. Instead, the opportunity for students to participate in mixed gender PE being a characteristic of the curriculum embodied within the research setting was recognised as being influential. Being aware of the anticipatory stage of occupational socialisation (Stroot and Wiliamson, 1993), Sam Banks made reference to their own time in KS4 participating in mixed gender PE "we used to have mixed basketball lessons and that must have been year 11 I guess, and it was really competitive but fun". From this it is possible that Sam Banks could have implemented mixed gender PE into the curriculum in order to provide their own students with the same opportunity and experiences. This possibility is supported through the following responses which highlight that KS4 students recognise the integration of boys and girls in PE as a positive influence on their experiences:

> "In PE teachers have made the experience of boys and girls equal by mixing the teams fairly and making sure boys and girls are mixed so we all get the same experiences." (Hannah)

"I think sports like Tennis and Basketball have been very effective in integrating and giving both boys and girls equal opportunities" (Morgan)

These responses highlight how the opportunity of mixed PE can create an equilibrium of experiences between both girls and boys, suggesting that so far there is perhaps a dependency for literature to focus on the gap between the experiences of girls and boys in PE and a need within literature to focus on ways to bridge this gap; including the provision of mixed gender PE at KS4. Of course, this change in direction is laborious to justify with the male body and masculinity being repeatedly associated with success in PE (Salisbury, and Jackson, 1996; Branham, 2003; Silva, Bothelho-Gomes and Goellner, 2012). The hidden curriculum is an agency of education which could be responsible for instigating change in the attitudes towards gender differences in PE. If the hidden curriculum is where we obtain our knowledge on the knowledge, values, norms of behaviour and attitudes (Skelton, 1997; Nutt and Clarke, 2002), then through theory we can associate the hidden curriculum with learning the doxa of the field in PEGPA. In order to change the continuum of gender dominance from male orientated to one of equality, the attitudes and values embodied through the hidden curriculum will need to reflect this change. The delivery of mixed gender PE and giving both genders the same choices equalises the field for both genders, giving all students the same pathways to incorporate their habitus, and counter-attack the existing male dominance in PE currently being presented by literature.

Not only do the variety in opportunities and equality of PEGPA provision between both genders in KS4 become influential characteristics of our staff participant's practice, but the encouragement of external participation in Physical Activity is also prevalent across the data in influencing KS4 students. Penney and Jess (2004) set the tone for this theme through suggesting that PE is under societal pressure to prepare students for future participation once they leave school, which is most relevant for those students in KS4 as they come to the stage in their education where they can follow different pathways for the remaining years of their compulsory education.

4.3.3 The influence of encouraging external participation.

Recognised by both staff and student participants, was the importance of delivering a level of PEGPA that gives KS4 students the readiness to increase the longevity in participation of physical activity once they leave school. Through acknowledging external participation, students are

influenced to participate further as a result of developing positive student-teacher relationships. Sam Banks and Jamie Williams overtly expressed how encouraging students to participate in external sporting opportunities is part of their motivation in day-to-day teaching:

"You know sometimes you'll say right um go to the athletics club because you can run really fast and if you went to the athletics club, you could run even faster, and it's just those little moments where you spot something in somebody and you try your hardest to get them to go and develop that." (Sam Banks)

"They are really pleased to tell you that they've done something. Like they might have then decided to join a club, or decided to do something because of what you've encouraged them to do which is amazing." (Jamie Williams)

These attitudes towards encouraging external participation were then reciprocated by their students, who highlighted how the celebration and appreciation of their external participation from Sam Banks influenced them to further their participation:

"They have taught me that every sport can be enjoyable and have encouraged me to run 10k's and practice hockey outside of school" (Hannah)

"They persuade us to pursue sports that they think we're good at and help us to become better at them.". (Charlotte)

"Sam Banks was always really encouraging and wanted to hear about all of our outside fitness achievements, however small. When I ran 10k, Sam Banks really made me feel proud of myself, taking time to really congratulate me." (Ella)

At this point of their education, it is a priority to take into consideration what we know about the long-lasting influence the anticipatory stage of occupational socialisation has on an individual's attitudes (Stroot and Williamson, 1993). The parameter of the literature review, discussed the role of the anticipatory stage as the starting point in an individual's sporting biography (Everley and Flemons, 2015) and how early sporting successes contribute towards their career as Physical Educator (Harvey and O'Donovan, 2013). Obviously at this point students have not progressed beyond the anticipatory stage and so it is not possible to know which attitudes they learn from their teachers in the anticipatory stage and embody as they move forwards. Instead, the existing evidence of students already embodying the appreciation of their teachers attitudes towards recognition and appraisal of external participation, gives confidence in the direction that those students will do the same if they were to be in a position of influence in the future.

4.3.4 Encouragement of leading Healthy Active Lifestyles

Prior to exploring this next subtheme, the application of capital and what it looks like in the context of a healthy active lifestyle is considered. Korp (2008) equips the reader with two understandings; what a healthy lifestyle is and how that might be hard to define through the perspective of capital. First, the term healthy lifestyle, predetermines a degree of physical and cultural capital by presupposing "time and a surplus of energy and strength. You need time to go to the gym or to take a long walk, and you need enough energy and strength to be able to get to the gym or take the long walk after a full days' work" (Korp, 2008:20). In addition to this, Korp (2008) explains how an individual's complexion of cultural and economic capital causes people to value experiences, in this case experiences with healthy lifestyles, as 'normal' to them. In other words, they are unaware of others experiencing interactions with healthy lifestyles differently. With this in mind, this theme uncovers the potential for teachers to influence the student's stocks of capital in relation to healthy lifestyles, in turn influencing their attitudes of 'normal' embodiment of a healthy lifestyle.

Delving in the discussion, thus far it has been understood that the research setting's doxa encompasses collective attitudes surrounding the importance of giving all students the opportunities to be physically active, with part of this being an encouragement of healthy active lifestyle being integrated into their practice. By taking place in a fee-paying school, there is the posit for students in the population to have existing stocks of economic and cultural capital that

will already influence their value for healthy lifestyles due to a transmission of capital form their parents (Mollborn, Rigles and Pace, 2020). In addition to this, encouraging students to participate in external physical activity contributes towards ensuring that they are able to lead healthy active lifestyles, which is an aim of the NCPE (DfE,2013a). In response to the literature, staff participants were prompted to outline any ways they perceived themselves to achieve this aim. As well as this, the data from both staff and student participants offers an insight into how Bourdieu's notion of capital exists within the field in terms of educating the students on what a healthy active lifestyle looks like and how this incorporates different forms of capital into the setting. The data from the interviews indicated a potential relationship between their teachers' attitudes towards delivering PE and Games now to the benefit to them post-education and the student's acknowledgment of this effort in influencing them to lead healthy active lifestyles. Participants expressed such attitudes towards getting their students active for their future:

"We try to help them with things like body image, maintaining a healthy weight, and their mental health, especially at the moment. I would hope that in our approach, in our relationships with the kids that we have here that we are quite good. They do know that it is important to lead a healthy active lifestyle and therefore we try activities they will enjoy doing so therefore it doesn't become a chore for them." (Sam Banks)

"Because the more active they are, you hope they will find something that they like, and then they will choose to be more active once they have left." (Jamie Williams)

"There's a lot of talk in my lessons about getting them to a point where they would be able to book court time in a leisure centre in five years' time...and them understanding when they leave key stage 4 with us, that there are real benefits to be gained from that.". (Alex Moss)

From the interviews, the data available shows that staff are unequivocally pursuing the promotion of healthy active lifestyles in their practice. Through their attitudes of the importance of promoting healthy lifestyles, teachers interact with the existence of the student's capital. Such value in attitudes has ability to increase students' cultural capital in relation to healthy lifestyles by empowering them with knowledge and awareness on how to stay healthy and active both during

their time at school and once they leave. Abel (2008) notes this interaction of various bodies of capital in relation to healthy active lifestyles; beginning with economic and cultural capital inherited from students' parents opting for fee-paying education; transfiguring into levels of cultural capital as they expand their value and knowledge towards healthy lifestyles; which then have the potential to metamorphosise into developed levels of social capital if they interact and network with clubs outside of school and the subcultures that come with this. All the while, with the work of Korp (2008) in mind, the students value of normal interactions with healthy lifestyles are evolving. Of course, it is not perceptible to conclude whether or not stocks of capital from the value for healthy lifestyles transmitted from family (Mollborn et al, 2020), are in fact built upon through the encouragement of healthy active lifestyles from teachers from such a small-scale study. Though responses from students do offer somewhat a testimony of teachers encouraging heathy lifestyles, and presence of an influence on the students forms of capital; with each of the 11 student respondents bestowing examples of how their teachers influence them to engage in healthy active lifestyles. The following student responses below represent the recognition of their teachers educating them on nutrition, fitness, stress and how to participate once they leave school:

"They give us opportunities to focus on something that helps understand how to de-stress and release pent up energy." (Morgan)

"They often tell us ideas on how we could be more healthy physically because of how you may be able to do some of the sporting at home as well as giving ideas for sports we may want to do outside of school." (Kate)

"P.E give us ways to stay fit and healthy when we're outside of school or for later life." (Charlotte)

"They talk about what exercises do to your body and what you should and should not consume a lot of." (Alice)

Response from the students highlight that staff members are encouraging healthy active lifestyles for the benefit of their students' current health and their futures, for when they leave KS4 and no longer have compulsory Physical Education to participate in. This consensus in attitudes, begins to demonstrate how in this environment, a teacher of PEGPA has an aptitude of enhancing students' capital through encouraging them to engage in healthy active lifestyles; cultural capital through heightened knowledge and value; physical capital in the active changes they make influenced their health; and social capital in those subcultures they interact with wen participating. Furthermore, it is possible for such collective attitudes to become embedded in the department's ethos and is such an organisational factor that if new members of staff were to join the department. Such attitudes would be imposed on them as part of the doxa of the field, thus adjusting their habitus as a Physical Educator; and if they align to the doxa of the field giving them an increase in social capital.

What can be taken away when understanding the reciprocal attitudes from staff and student participants on the encouragement of healthy active lifestyles, is the role PE teachers occupy in the influence of students' knowledge and experiences in leading healthy active lifestyles. This amalgamation of the practice of PE existing in an independent setting is notable as they are not required to follow the NCPE or meet its aims. In fact, such attitudes existing in an independent setting allow for greater depth in understanding attitudes towards healthy active lifestyles exist as a process of the PE teacher's attitudes shaping their practice, rather than existing out of protocol. This notion is supported by the now familiar process of occupational socialisation (Stroot and Williamson, 1993), where PE teachers acquired their attitudes towards healthy active lifestyles through their own experiences whether they be at school, in their teacher training, or through organisations they have worked within. This is likely in this research setting where as head of department, Sam Banks has curated a department ethos where the importance of physical activity is resounding. Through this, members of staff in the department begin to adapt their attitudes to align with those of the department in order to fit in, which develops social capital, in turn resulting in the encouragement for other staff members to shape their practice to encourage students to lead healthy active lifestyles. This process is supportive of literature which explains how when emerging into the organisational phase of occupational socialisation an individual may alter their attitudes and beliefs in order to fit with those of their new field (Aldous and Brown, 2010). In the research setting where encouraging healthy active lifestyles is evidently enraptured within the departments ethos, combined with the knowledge that all staff participants had worked in state-

education where this attitude is immortalized in the aims of the NCPE (DfE, 2013a), those who come into the field may already have such attitudes and if not are likely to embody them as they interact with the field (explained in 4.1.3 as catching up with your habitus as it lags when entering a new social setting. This is reminiscent of those findings by Oh and Graber (2019), where it is recognised that through their experience as a PE teacher, the importance of the curriculum will vary between educators. Attitudes towards the curriculum and its aims will evolve through the experiences the PE teachers encounter within their working environment, which are then actioned upon as a result of acquiring new attitudes (Albarracin et al, 2005). In the case of this research, there is a high importance of physical activity and ensuring students lead healthy active lifestyles existing throughout the PEGPA curriculum, which is taken onboard by the members of staff and recognised by students as being influential.

Overall, this theme offers an understanding of the role that Physical Education teachers play in the future of their students in the ways they shape their students experiences in PEGPA as a result of their attitudes towards PEGPA they have acquired through their own experiences. Also touched upon is how the notion of capital exists within PEGPA and how it is influenced by the teacher's encouragement of healthy active lifestyles. The next theme begins to look at those common external factors that the staff participants perceived to be of influence on their KS4 female students.

4.4 Other Perceived Influences on students experiences in PEPGA

In addition to understanding how staff participants' attitudes shaped their practice and how they perceive this to influence their students, the data collected from both staff and students highlighted the possibility for the physical competency of the PE teacher, as well as attitudes, to be an influence on students across PEGPA.

4.4.1 Competency of the PE teacher

In response to being asked if there were any other factors that as PE teachers, they perceive to influence their students in PEGPA, Alex Moss suggested that competency in a PE teacher would help influence students in PEGPA, "it is helpful to perform the skills and be competent as a teacher

of PE". With only Alex Moss bringing this to light, it cannot be determined how much of an influence this can have on the students. However, Sophie, Rhiannon and Laura in response to "Do you think there are any factors that influence your learning, opportunities, and experiences in PE and Games?" suggest that the competency of PE teachers can be of influence across PEGPA:

"If the teacher is good or not is extremely important" (Sophie)

"Sam Banks runs marathons and is very passionate about their running which is very influential" (Rhiannon)

"I hope to be fit and healthy like all of them" (Laura)

With students expressing that the skill level of their teachers was a factor that influenced their experiences within PEGPA, Bourdieu's idea of physical capital can be used to understand this influence. Through being competent in what they teach, PE teachers have the potential to acquire physical capital in the perception of their students. This means that where teachers lack physical competency, they may be perceived by their students as having a lack of physical capital. If in this case the students desire physical capital themselves, such as Laura wanting to be "fit and healthy", yet they don't observe their teachers as being so, it is possible to suggest that they may not be influenced as much than if their teachers were. This can be seen as the same apprenticeship of observations as happens with attitudes (Lortie, 2002), where instead of incorporating their teachers attitudes into their habitus, they incorporate a desire to obtain the same physical capital as them and therefore are influenced through performance and skill level. The relationship between physical capital and KS4 girls in PEGPA is a well-covered one in literature, with the idea of girl's habitus being excluded through curriculums being orientated in favour of males (Head-Rapson and Williamson, 1993; Thorne, 1993; Salisbury, and Jackson, 1996; Branham, 2003; Gorely, Holroyd, and Kirk, 2003 Silva, Bothelho-Gomes and Goellner, 2012). The understanding of the level of competency in PE teachers being able to influence students provides a starting point for further research, to understand just how girls can benefit from the influence of PE teacher's skill level in

the activities delivered. There is a possibility that through seeing successful female habitus in their field acquiring physical capital can inspire them to do the same.

4.4.2 The influence of Family Background.

when identifying what they perceive as other influences on students across PEGPA, what appeared to be a recurring recognition of influence on students was the influence of their family. Sam Banks suggested that "Sometimes it boils down to family background, family values". Harley Clarke mentions this too, recognising that "there will be family influences" when it comes to their key stage 4 female pupils participating in PE, Games and Physical Activity. Reminiscent of research by Quarmby (2014) we can extract the understanding that students' 'home life will affect their relationship with Physical Activity, with the same effect recognised by the staff participants with their students across PEGPA. This can be understood through those terms presented in the literature from Bourdieu (1977; 1984; 1986). The habitus of a student exists alongside those of their family members in the environment in which they are primarily socialised. This can pose issues for PE teachers and their ability to influence their students regardless of their attitudes and how these can shape their practice. Using the example of Harley Clark and how their attitudes acquired through occupational socialisation have been implemented into their practice to give their KS4 female students the opportunity to participate in activities such as mountain biking and rock-climbing. The influence of family background has the ability to restrict student's participation with a negative influence. This restriction is expressed by Harley Clarke as one being associated with perceptions of gender stereotypes and risk. Both mountain biking and rock-climbing are seen as lifestyle sports, different from mainstream culture, with their own subcultures characterised by being alternative, extreme or action sports (Wheaton, 2004). With 'extreme' comes the perceived existence of risk and Harley Clarke expresses the existence of apprehensions in their daughters being allowed to participate in activities such as mountain biking, due to the level of risk that is naturally carried with them:

> "Again, it goes back to this sort of gender bias. You know a boy falling off his bike and breaking his leg, you wouldn't think two hoots about it. Where a girl falling off their bike and breaking their leg their would-be uproar." (Harley Clarke)

This influence of family background and their habitus being host to attitudes towards societally shaped gender stereotypes aids an understanding of parental inhibitions towards their girls participating in activities with extreme subcultures. However, Harley Clarke demonstrates how being aware of such inhibitions they are able to take action to try and impart change by working with the school to shift the attitudes of parents towards such activities, doing so by encouraging them to engage their girls in participation, "you have the parents on board, and said look get your kid out to the woods, do this, then you are going to see a big change in that... if it's done well it will really take off, and you know we are seeing that trend Nationally. But it does need to be led at school." As a whole, this example is an insightful observation of just how a Physical Educator can understand an external influence on a student yet not let their attitudes towards the provision of the activity be hindered, by working with their organisation and parents to influence the students.

Taking another perspective on family background being an influential characteristic on their students, Jamie Williams compares how parents can impact their ability to influence students through the parents' own attitudes and values towards PEGPA. They explained this by making reference to their previous employment in state-education, "I think parents can be a big influencing factor... I used to teach the bottom groups; a lot of their parents hated PE. So, before they've even entered the school let alone got to year ten and eleven, they've already been almost brought up to hate PE because their parents hated PE. That's a massive influencing factor." With attitudes being curated throughout everyday experiences (Harrison, 2007) as well as being everyday judgements (Voas, 2014), combined with what has been discussed in relation to attitudes being learnt through observations (Lortie 2002) it is possible to suggest that the component of attitudes towards PEGPA in a students' habitus is shaped through their homelife, an idea explored in the literature review through the work of Quarmby (2014). In essence, the expression of Jamie Williams enables an understanding of, if the parent has a negative attitude towards the subject, it is harder for PE teachers to influence the students in the way they wish, regardless of their attitude and their subsequent practice.

However, this influence of parents is not assumed to be all negative, in fact, Jamie Williams themselves provides an understanding of how family background and parental attitudes of a positive demeanour can influence KS4 girls in PEGPA, using herself as an example, "my mum was a

PE teacher, she was obviously really, really sporty, everything I did was sport when I was growing up and so she sort of got me into the passion for doing sport." Knowing that they themselves experienced the influence of parental attitudes and judgements towards PEGPA being a significant influence on the experiences of girls in PEGPA, it offers further depth to their habitus as a Physical Educator and why they feel so motivated to encourage their students to participate in PEGPA, despite the barriers perceived.

With Jamie Williams and Harley Clarke both recognising the influence of parents' attitudes being influential on their students in PEGPA, as well as the barrier of these inhibiting their ability to influence their students, we can start to identify implications for further research. It suggests that there is a need to further explore the notion of parental attitude towards PE, Games and Physical Activity and the influence these can have on their children and additionally, how such attitudes can either hinder or nurture the ability of their children's PE teachers to influence them. Additional further implications for research are discussed in the following chapter.

4.5 Conclusion

This chapter has discussed those findings discovered through the thematic analysis of the data which had been collected through the staff interviews and student questionnaires. The following chapter draws conclusions upon these findings in response to the initial research questions as well as outlining the strengths, limitations and applications of the research.

Chapter 5: Reflections

5.0 Introduction

This final chapter presents an overview of the key findings of the study in response to the research questions. It also reflects upon the strengths of the study, reviewing the theoretical application, real life application of the study and the studies goodness. Limitations of the research such as its small-scale nature and limitations faced by the coronavirus pandemic are also looked at. Finally, avenues for further research are recognised before the final concluding statement from the researcher is presented.

5.1 Answering the research questions

Research question 1: Through which phases of experience do Physical Education teachers attitudes towards PEGPA?

Findings in this research support ideas from Stroot and Williamson (1993) in relation to the impact of occupational socialisation. At each stage of OS, the habitus of the individual interacts with the field of PE, to inhabit the attitudes that belong to the fields doxa. In the anticipatory stage of OS, teachers evidenced forming attitudes from their own Physical Education teachers through an apprenticeship of observations (Schempp, 1989). Here they seemed to form attitudes of creating an enjoyable environment, which was evidentially reproduced in their practice through recognition from their students. In the professional stage it appeared that attitudes such as staying calm and being motivational were formed through observing significant others throughout their initial teacher training. Once in the occupational stage it was suggestable that the department ethos was an organisational factor that shaped the attitudes of the PE teachers, with an impartial focus on the importance of PA in hope to encourage students to get active in preparation for lifelong PA.

Research question 2: What attitudes do Physical Education teacher's hold towards PEGPA?

Findings in this area drew upon the responses of the participants to understand PE teachers attitudes towards PEGPA. PE teachers attitudes towards PE suggested it is a developmental practice, whereas Games was orientated around competition, performance and being geared towards 'Games players.' The attitudes that stemmed from this suggested the idea that those

students whose habitus did not align with the doxa of mainstream Games were likely to experience an inequality of opportunities. The way this then shaped the practice of the PE teachers is concluded below in response to research question 3. As for PA, attitudes which seemed to have been created through the organisational stage of OS, emphasised PA as being more important than either PE or Games. Throughout the discussion it was evident that the attitudes teachers formed through OS became part of each PE teacher's habitus and had the potential to shape their practice through the value they placed on particular attitudes.

Research question 3: In what ways do Physical Education teachers perceive their practice to influence their students?

As touched on in research question 2, a key finding in this area was the way in which PE teachers evidenced themselves to shape their practice in order to provide all students with opportunities which suited them. This was understood through the necessity for PE teachers giving all students the opportunity to participate in an option for Physical Activity which aligns with their habitus (Hills, 2007); an idea that was found to be of high value in the department ethos. These findings were supported by the responses of their students who acknowledged these elements in their PE teachers' practice, thus beginning to contribute to the student's own attitudes towards PEGPA. Important to take away from students recognising their teachers' practice, is the understanding that students are in the anticipatory stage of OS. Here, their habitus interacts with the attitudes of their teachers through the 'apprenticeship of observations'; and if successful in PE, could go on to reproduce the attitudes of their PE teachers as their habitus interacts with the field of PE overtime (Harvey and O'Donovan, 2013). There is also a possibility at this stage for PE teachers to influence the cultural and physical capital of students through empowering them with the knowledge and ability to participate in, and lead healthy active lifestyles.

Research Question 4: Which external factors do Physical Education teachers perceive to influence their student's participation in PEGPA?

Finally, the research findings suggested that PE teachers perceive family background as a key influence on their students. This too was understood through the understanding of habitus and how the student's habitus interacts with the doxa of their family field. In particular, where parental attitudes towards PEGPA were negative, this was then reciprocated by the student, thus

creating an understanding of how various fields the student interacts with can shape their habitus in relation to PEPGA. As well as family background, the skill competency of the teacher in the activity they are delivering was also identified as being influential of students, with theory application suggesting that the perception of physical capital in their teachers was important to students' interaction with PEGPA.

5.2 Reflections upon the research: Strengths

5.2.1 Theoretical application

Alongside the OS framework (Stroot and Williamson, 1993), theoretical application of Bordieuan terms; field, doxa and habitus; were both relevant and useful to the research at hand. The terms aided an in depth understanding of how the PE teacher's habitus interacted with the field of PE through each stage of OS, with their attitudes being shown to align with the doxa of PEGPA within the organisation they work. Such interactions of participants within the field of PEGPA and how these shaped their attitudes was also supported by the interpretivist approach. This approach was beneficial to this research as it enabled meaning to be extracted from the responses of the participants in regards to their attitudes. Without using an interpretivist methodology, the depth to participant responses would have been unattainable. Additionally, the understanding of how their attitudes were formed through OS, how these could shape their practice and the influence on their students would not have been acquired.

5.2.2 Application of the research

One takeaway from this research that I have been able to see in action, is the concept of providing students with a landscape in Physical Education, Games and Physical Activity where they have access to the opportunity to explore a multitude of fields in order to find an environment where their sporting biography and habitus can interact and align. As an abecedarian to postgraduate research, it was whilst constructing the literature review, I came acquainted with a deeper understanding of the concept of a PE uniform and the impact it can have on the experiences of female pupils in Physical Education, Games and Physical activity (Scraton, 2001; Evans ,2006; Murphy, Dionigi, and Lichfield, 2014). This understanding was then extrapolated into department discussions. Here it was noted that the clothing that KS4 female pupils see on their role-models

and in the media had changed overtime. Recognising this, a PE uniform change was introduced for the female pupils and they have since been wearing sports leggings and technical t-shirts much like they see on sportspeople and social media. Stemming from the literature review, what we hoped would emerge from this change was a lesser impact of peer pressure and an increased level of willing participation across Physical Education, Games and Physical Activity from KS4 female pupils. This came from knowing that the clothing they wear to participate externally to school in Physical Activity would now be the PE uniform in school, and therefore help their identity and habitus across physical activity align.

Another change to the Physical Education curriculum that emanated from department discussions in line with the research findings was the movement towards giving students a more diverse range of ways to experience Physical Education in KS4. There was a trial to move from a curriculum where male and female students participated separately in Physical Education, to one where across a cohort of students there would be the option for students to participate in either PE in single-sex or mixed-sex lessons. This adaptation to design would give the students the ability to opt into which group they would like to be in, and in turn meant that all students accessed a pathway in PE they were comfortable participating in, in relation to their gender.

As well as actual applications of the research being administered, there is the possibility for the research to inform other settings should they be similar. One possible application to acknowledge would be those institutions in the same geographical radius of the school where the research took place. Within a 2-mile radius of the research environment, there are 2 other mixed, private, boarding schools with the same age range of 3-18. These similarities between these institutions overcome some of the limitations faced by the small-scale study and allow for the possible application of findings in their own setting. For example, the demographic of students from all 3 institutions will be interacting with the same geographical environment, with the prospect of having similar stocks of cultural and social capital as a result of learning and socialising in the same city. Such similarities existing between intuitions would allow for finings to be transferred if applicable. This is discussed further in 5.3.2 in regards to the transferability of findings, despite being a small-scale study.

5.2.3 Goodness: what was good about this study?

Embarking on a research study, as a young postgraduate student, I was keen to ensure that the

study was full of 'goodness' and so, as outlined in the methodology, the study was measured against its goodness in relation to trustworthiness across four 4 categories; credibility, transferability, dependability and confirmability, a goodness criteria outlined by Lincoln and Guba (1985), which were explored in detail in section 3.6.

Credibility, dependability and confirmability were most certainly the stronger aspects of the criteria that contributed to this study being a good study. By creating a credible study, the data became more meaningful of the attitudes, perceptions and experiences documented by staff and student participants. The goodness of the study resonated in its credibility as staff participants were able to read both their transcript and the discussion. Through doing this, the participants agreed that the representation of their ideas were accurate. This not only supported the goodness of the data in reference to its credibility, it also underpinned the realist tale approach used as when disseminated by the reader, important insights extracted from the data were unambiguous. Withal, both the confirmability and the dependability of this study rooted it with goodness, primarily through the meticulous, precise methodology illustrated. Through representing an intricate, logical, traceable and clearly documented research process, inclusive of amendments made throughout, it bestows this study goodness through the virtue that it could be easily replicated. The goodness ingrained in the clarity of research design would support the exploration of further avenues of research discussed in 5.3, where it is suggested that the research should be replicated in a wider scope of environments in order to make the results more generalisable. In light of this, I believe out of the four measures of goodness, the transferability is the weakest of measures. As addressed, this study was limited by the impacts of the coronavirus pandemic and in turn became a small-scale study. This implication reduced the likely transferability of finding as it is difficult to extrapolate the experiences of a small group of teachers to a wider population. With this in mind, sections 5.3.1 and 5.3.2 further look into the impact of these as limitations.

5.3 Reflections upon the research: Limitations

5.3.1 The Coronavirus Pandemic

Throughout the study there were imminent limitations that arose as a consequence to the maturation of the Coronavirus pandemic. In the initial stages, when the national lockdown was instated for public safety, it was not certain how long and how large of an impact the measures

would impose upon the study. At first, there was an inability to conduct face-face research, followed by the closure of schools and face-to-face learning for the entirety of the summer term. This meant that what was initially meant to be a face-to-face research study based in two schools, became limited to an online research study in one school. The two most pressing limitations that stemmed from this were the time consumption of re-modelling the methodology, which then led the use of online [anonymous] questionnaires, instead of focus groups. This curated a limit of access towards data obtained from the students, as they were given the responsibility to respond to the questionnaire in addition to their workload at a time where they were still adjusting to the nature of online learning. In hindsight, had the Coronavirus pandemic not had the impact it did on the design of the study, richer data may have been obtained from the focus groups with students.

5.3.2 Transferability: A small scale study

By having to become a study based in one school, this research was limited to that of the attitudes, perspectives and experiences of only 4 teachers of Physical Education, with minimal geographical diversity, all working in the same school. Taking the concept of the Organisational phase of occupational socialisation into consideration, it is possible that their attitudes towards Physical Education, Games and Physical Activity could have been shaped by the ethos of their organisation and therefore limited the scope of data further. In light of this, it would benefit future research to have had the ability and resources to delve further into the research questions by interviewing staff and students from different schools across a larger geographical scape.

As well as the study being small in size, there was also a limitation of time. The time scale of the study was essentially shortened through face-to-face research being postponed without a known return date, combined with the methodology needing to be remodelled as a result of the Coronavirus social distancing restrictions. Without these time-limiting factors, I believe that the extended exposure to face-face contact with both staff and student participants would have led to stronger rapports being established, and the potential for further data to have been elicited through richer engagement with the population. Again, similar to the limitations attached to the small size of the study, there is a void in this research that could be filled through a more expansive, extended approach. This would allow participants the opportunity to share their perspectives and experiences in more detail, with the potential for more than one interview being able to take place.

On the contrary, despite the specifics of being a small-scale study, there is the possibility of the research being applicable to similar settings, where characteristics of similarity between settings may result in a sense of familiarity where the findings can be drawn upon and instil confidence. Firstly, other schools despite their environment; secondary, primary, state or private; who seek to deliver a PEGPA curriculum that is diverse enough to suit the interests of all pupils, may find confidence to take the step towards a more extraordinary curriculum through the findings of this study should they see similarities between their institutions' attitudes and those reflected in this research. Equally, should schools who mirror the same environment be looking to reshape their curriculum; a mixed private boarding school, with approximately 600 students between the ages of 3-18; there is a possibility they could seek suggested changes from the findings of this study if they are absent from their current provision. These may include moving away from a games heavy curriculum and implementing more diverse options, simply contemporising PE uniform to reflect changes in sportswear to make students feel more comfortable, or more complex changes such as designing a curriculum to suit the needs of each cohort of students separately in order to maximise participation and engagement.

5.4 Avenues for further research.

From the literature review, the data analysed and the conclusions drawn from this study there are various avenues that can be suggested for further research. An indicative place to begin with avenues for further research is with the prior-to-modification research process being used. This would allow the original research design to be carried out within a state school as well as an independent school, and potentially at a larger scale, in order to develop an understanding of how the attitudes and practice of teachers influence students similarly or differently across different environments; and so, conducting the research across different types of school would be the first implication for further research.

As well as this, in conjunction to the study discovering that a varied curriculum where students are given the choice of opportunities that allow them to find an activity across PEGPA where their habits align, there is an avenue for further research to analyse the influence of curriculum design on participation rates across PEGPA for KS4 female pupils. Additionally, there is potential for research to explore the impact of pupil voice on shaping their own curriculum in order for their habitus to align with the opportunities and activities delivered. In line with this, there is also a

need for the exploration of student voice and curriculum design to be looked at within different environments where habitus differs across socio-economic dimensions. This could aid Physical Education research in understanding what activities would be most effective to deliver in a curriculum based on the habitus in each cohort of students, in order to differentiate the experiences KS4 female pupils interact with in PE.

5.5 Final concluding statement from the researcher

Despite the restrictions, barriers and limitations faced as not only a researcher but as an individual throughout the social climate during the height of the coronavirus pandemic, there are many things that I can take away from this research as I transition into the profession of teaching Physical Education. With the knowledge I have ascertained throughout this research, I am confident that I can move forward into my career as a teacher of girls PE and contribute an awareness of the impact student choice can have for KS4 female pupils, and where necessary use the agency of student voice to reshape their PE curriculum as one where their habitus has the scope to align. Since finalising this study I have relocated to a new school where there is a need for the participation of KS4 girls in PE to be reviewed, with department discussions already taking place as to how we can facilitate the engagement of KS4 female pupils, with redesigning the curriculum having already been mentioned. I hope to carry the knowledge and understanding of the positive impact a varied and exciting curriculum can have for KS4 female pupils forward into my career. In turn this could have the potential of encouraging those I work closely with to re-align their attitudes towards their practice of PE for KS4 females, reflective of the organisational phase of occupational socialisation, and support a redesign of the KS4 PE curriculum, supported by student voice.

Drawing this study to a close, as an individual I would like to express gratitude to those who have supported and facilitated the research from the beginning despite the ongoing limitations faced. It has been of great benefit to my evolving attitudes and perspectives towards PE as a professional, with it having been of great relevance as to how I, as a Physical Education teacher will shape their practice as a result of attitudes changing and the influence this can have on students.

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Appendices

Appendix 1:

An infographic of Physical Activity for Children and Young People: 5 To 18 Years, published by the Department for Health and Social Care (DfHSC) in line with the updated Physical Activity Guidelines in 2019.

Department for Health and Social Care, (2019). *Physical Activity For Children And Young People: 5 To 18 Years*. [image] Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832861/2-physical-activity-for-children-and-young-people-5-to-18-years.pdf> [Accessed 18 May 2020].
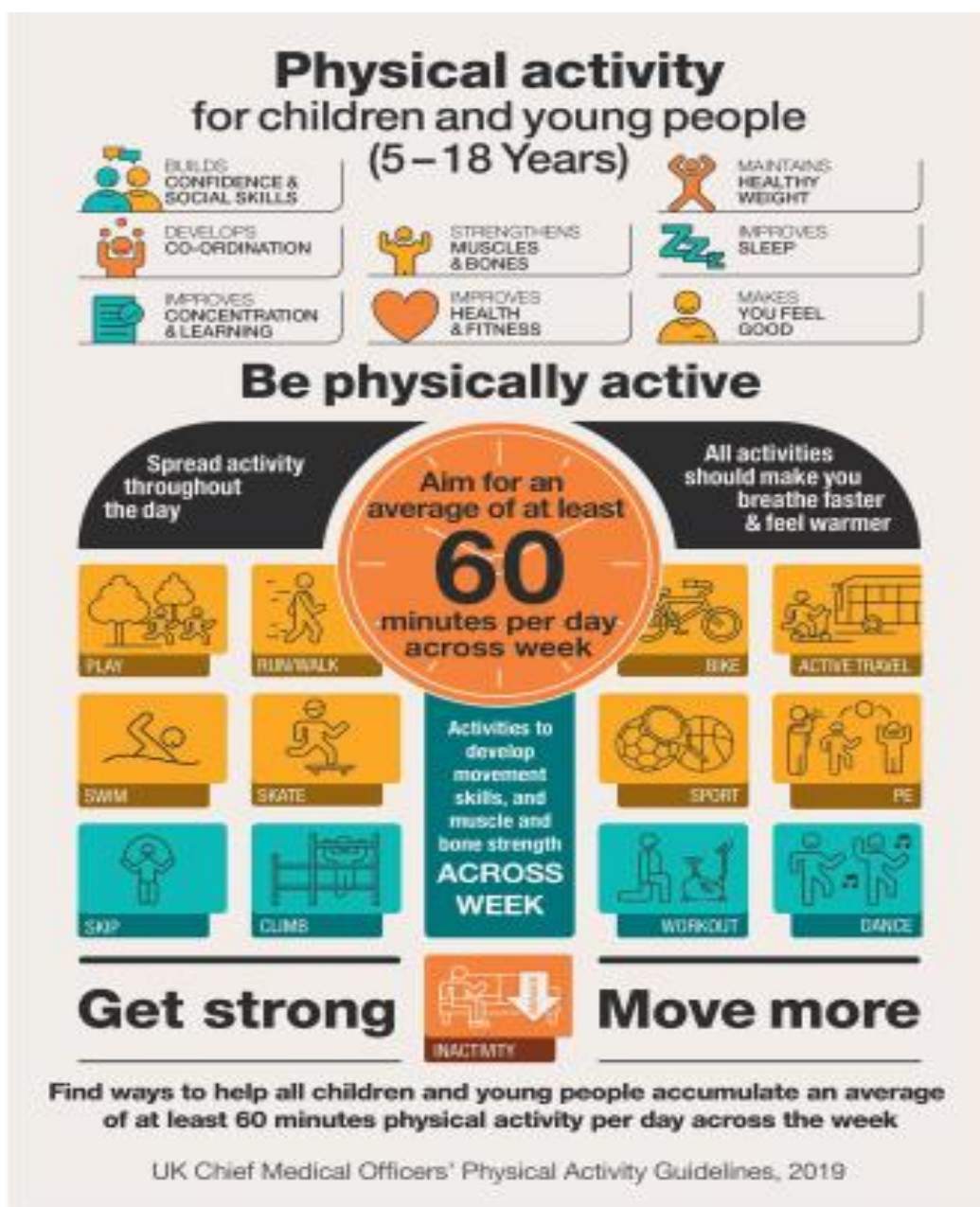
Appendix 2:

Spectrum of teaching styles taken from:

Mosston, M. and Ashworth, S. (2002). Teaching physical education. 5th ed. San Francisco: Benjamin Cummings, pp.55.

The Discovery Threshold

The teaching–learning options within the Spectrum are clustered by their cognitive focus. The cluster of styles A through E serve the human capacity for reproduction (memory) and the cluster of styles F through K serve the human capacity for production (*discovery*) (Figure 5.3). Between the cluster of behaviors that trigger memory and those that evoke discovery, there is a theoretical, invisible line called the *discovery threshold* (Figure 5.3).
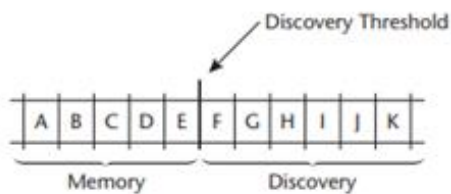
Figure 5.3. The discovery threshold

Style	Style Name
A	COMMAND
B	PRACTICE
C	RECIPROCAL
D	SELF-CHECK
E	INCLUSION
F	GUIDED DISCOVERY
G	CONVERGENT PRODUCTION
H	DIVERGENT PRODUCTION
I	GOING BEYOND

Appendix 3:

Stroot and Williamson's (1993) adaptation of the Occupation Socialisation Process (Sortie, 1977), adapted for the purpose of the socialisation of Physical Education teachers
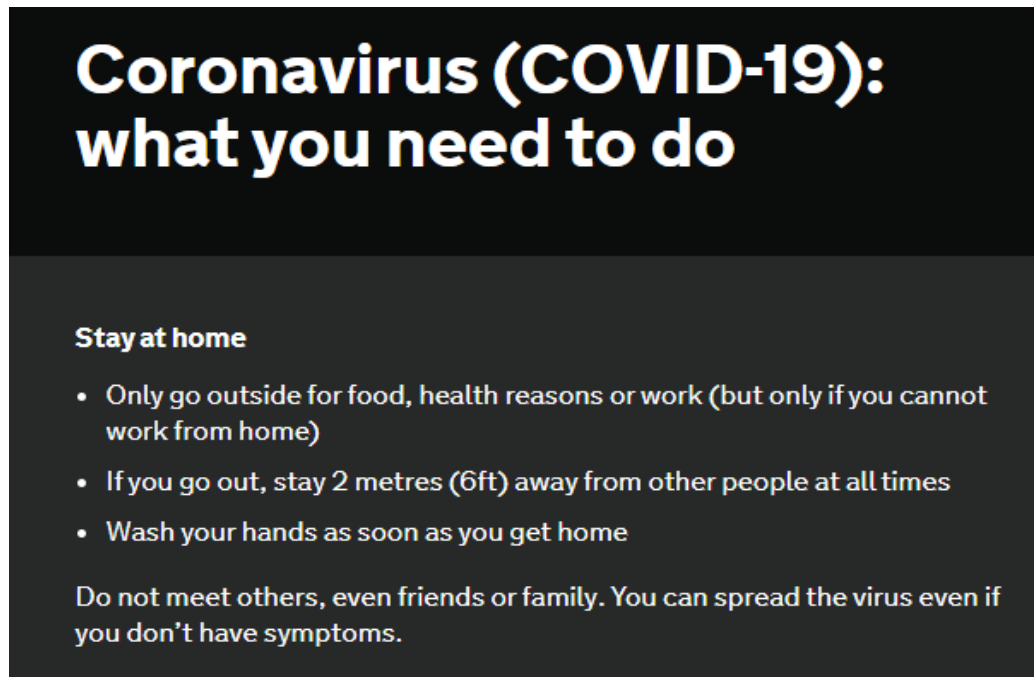
Stroot, S. and Williamson, K., (1993). Issues and themes of socialisation into physical education. *Journal of Teaching in Physical Education*, 12(4), pp.337-343.
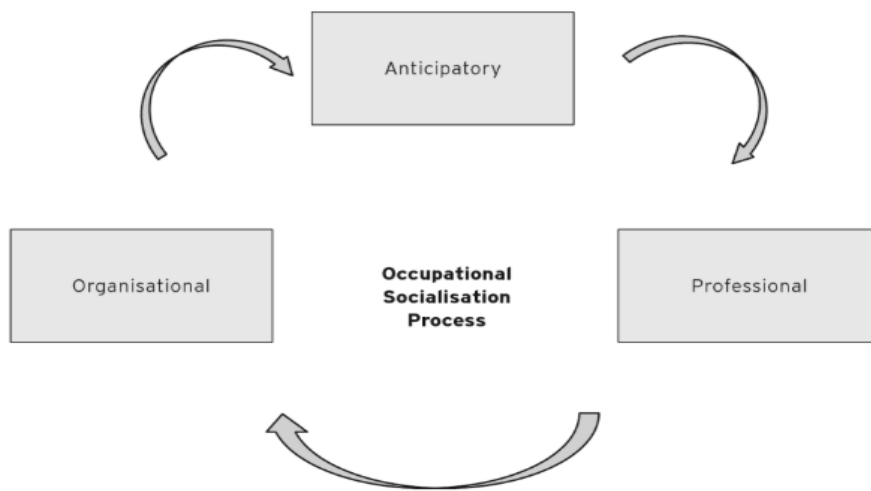
Appendix 4:

Social distancing measures implemented by the UK Government as a response to the Coronavirus outbreak. (GOV.UK, 2020a/b)

GOV.UK, (2020a). *Coronavirus (COVID-19): What You Need To Do*. [online] GOV.UK. Available at: <https://www.gov.uk/coronavirus> [Accessed 24 April 2020].

GOV.UK, (2020b). *Coronavirus Outbreak Faqs: What You Can And Can't Do*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do> [Accessed 24 April 2020].

Appendix 5:

A list of Critical/Key Workers Published by the UK Government Social distancing measures as a response to the Coronavirus outbreak, outlining who is eligible to go to work during the nationwide lockdown. (GOV.UK, 2020c). teachers are included in this list.

GOV.UK, (2020c). *Guidance For Schools, Childcare Providers, Colleges And Local Authorities In England On Maintaining Educational Provision*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision> [Accessed 24 April 2020].

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) response include those who work in health and social care and in other key sectors outlined in the following sections.

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Schools, and all childcare providers, are therefore being asked to continue to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

The Semi-Structured interview questions that Staff participants were sent prior to being interviewed.

<u>Interview question structure</u>

Please note that this structure is not fixed and further questions may be asked regarding the ideas given. A small space has been left between each question if you wish to note any ideas ahead of the interview.

1. If you are comfortable, please briefly outline your teaching journey: this could include
   - any moments you remember as a student in PE
   - when you wanted to become a PE teacher
   - teacher training and different schools you have worked in
2. What do the following terms mean to you;

   - Physical education
   - Games
   - Physical Activity

3. **Do** you aim to encourage KS4 female students to lead a healthy active lifestyle through PE, Games, and Physical Activity?
4. Did you enjoy PE as a student?
5. Are there any elements to your teaching that could be a result of your time as a student?
6. Throughout your teaching experiences, have you ever experienced significant differences between KS4 boys and girls in PE, Games and Physical Activity?
7. As an educator do you believe this created unequal experiences for students?
8. Have you ever wanted to change anything about the gender indifferences across Games, PE, Physical Activity?
9. Have any factors ever had, or still have an influence on the pedagogies and/or teaching styles you use, especially with keys stage 4 girls?
10. Similar to the influences on your pedagogies and teaching styles, can you recall any moments that have shaped your beliefs and the ways you teach PE?
11. Have your beliefs as a PE teacher ever been limited? If yes, can you think of which factors?

Appendix 7:

The student participant information sheet, consent form and questionnaire sent to student participants via email link from their head of PE. The Questionnaire was created using the online software survey builder, Qualtrics. Screenshots show they questionnaire as it would have appeared if they participated on a computer or phone.

Qualtrics, (2020). *Qualtrics - Leading Experience Management & Survey Software*. [online] Qualtrics. Available at: <https://www.qualtrics.com/uk/> [Accessed 5 June 2020].

PARTICIPANT INFORMATION
Once you have read and understood the participant information, if you wish to participate in the study, please agree to participate. If you do not wish to participate please close this window.

A Masters level research study is being conducted at Canterbury Christ Church University (CCCU) by Megan Dornan to investigate teachers' perceptions of PE and the potential influence of these perceptions on students.

To participate in this research, you must:
Be a female pupil in KS4 or KS5 (year 10-13)
Be able to complete an online questionnaire.

What will you be required to do?
Your participation will require you to respond to 9 questions. At no point neither the researcher, or the staff at your school will be able to identify your participation. When answering the questions, you may find it necessary to mention the names of Staff members to explain and support your answers. Where this is necessary, please remember that your answers are anonymous and staff members will not have access to the responses. It is also important to remember that there are no right or wrong answers to the questions.

To participate in the questionnaire both you and your parent/guardian you will need to give your consent by selecting that you 'agree' to take part in this research at the bottom of this page before proceeding. It is important that both you and your parent/guardian consent to your participation.

On the legal basis of consent, all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. Questionnaire responses will be made anonymous through IP address protection and henceforth stored on a password protected computer. The data from questionnaire responses, will only be accessed the researcher, their supervisor, and an examiner where necessary. After completion of the study, all data will be held for a period of 5 years, before being destroyed. In the unlikely case of the disclosure of harmful or concerning information, the designated safeguarding officer of your institution will be informed, in order to protect participants.

If at any point during the questionnaire you wish to withdraw from the study, you are free to do so without any given reason. To do so, please close the online window and the responses already entered will not be recorded.

Any questions?
If you have any questions or concerns regarding the nature, procedures or requirements for participation do not hesitate to contact me.
Please contact
Megan Dornan on Md454@canterbury.ac.uk
Dr Kristy Howells - supervisor - Kristy.howells@canterbury.ac.uk

For the Student:
By agreeing to participate in this research, you are agreeing to the following statements.
- I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions.
- I confirm that I meet the requirements for the study outlined in the participant information sheet.
- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

For the Parent/Guardian:

By allowing your child participate in this research, you are agreeing to the following statements.

- I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions.

- I confirm that they meet the requirements for the study outlined in the participant information sheet.

- I understand that their participation is voluntary and that they are free to withdraw at any time, without giving any reason.

○ Both Student and Parent/Guardian agree to participation in this study.

→

1a.

When answering the following questions you may find it necessary to mention the names of Staff members to explain and support your answers. Where this is necessary, please remember that your answers are anonymous and staff members will not have access to the responses. Finally it is important to know that there are no right or wrong answers expected from your responses, all answers should be truthful.

Please briefly outline your experiences in Physical Education.
·   Any memorable experiences
·   Any sporting successes
·   Any stand out teachers
·   Any influences you think your teachers have had on you

Please explain your answers.

1b.

Please briefly outline your experiences in Games.
This could include:
·   Any memorable experiences
·   Any sporting successes
·   Any stand out teachers
·   Any influences you think your teachers have had on you

Please explain your answers.

2.

Do you think there is a difference between PE and Games? If so, please explain what you think the difference is.

3. Do you enjoy participating in PE and Games? Please explain why or why not in relation to the two ideas and outline any differences between the two.

4. Do you believe you are successful across PE and Games? Please explain why or why not in relation to the two ideas and outline any influences could have led to your success.

5. Do you think your teachers of PE and Games encourage you to lead healthy, active lifestyles? If so, please provide any examples how, and explain your answer in as much detail as possible.

6. In your PE and Games lessons, do your teachers tend to tell you what to do and expect you to do follow the instructions, or do they allow you to think more for yourselves by giving you a task where you have to find answers?
e.g A teacher could set up a drill for eff goal-scoring in netball and tell you exactly how to do it, or they can ask you to create an effective drill for goal-scoring in netball.

Please explain using any moments you can, specifying whether examples given are from PE or Games.

7. Do you think your teachers have ever come up with ways, or introduced opportunities to make the experiences of boys and girls equal in PE and Games? Please give any examples and provide
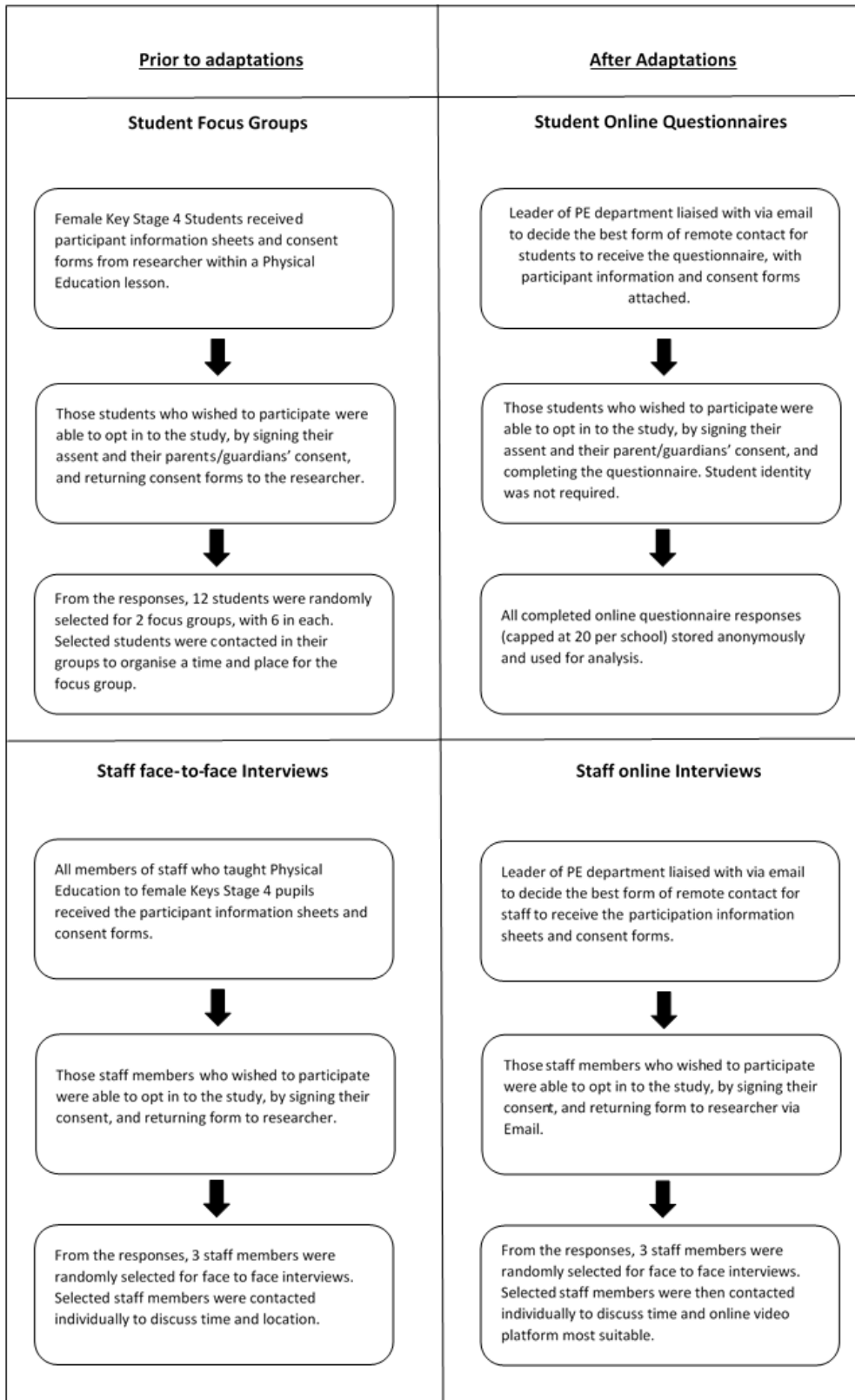
8. Do you think there are any factors that influence your learning, opportunities, and experiences in PE and Games? These can either be positive or negative. Please explain your answer providing any examples.

9. Do you think that there are any ways in which your PE/Games teachers have been able to influence you? Please explain your answer in as much detail as possible, giving any examples.

Appendix 8:

A figure outlining the processes taken for sampling and data collection both before and after the amendments which were implemented due to the school closures - a result of the government closure of schools due to the Coronavirus outbreak. No data was collected prior to amendments.

Prior to adaptations	After Adaptations
Student Focus Groups	**Student Online Questionnaires**
Female Key Stage 4 Students received participant information sheets and consent forms from researcher within a Physical Education lesson.	Leader of PE department liaised with via email to decide the best form of remote contact for students to receive the questionnaire, with participant information and consent forms attached.
⬇	⬇
Those students who wished to participate were able to opt in to the study, by signing their assent and their parents/guardians' consent, and returning consent forms to the researcher.	Those students who wished to participate were able to opt in to the study, by signing their assent and their parent/guardians' consent, and completing the questionnaire. Student identity was not required.
⬇	⬇
From the responses, 12 students were randomly selected for 2 focus groups, with 6 in each. Selected students were contacted in their groups to organise a time and place for the focus group.	All completed online questionnaire responses (capped at 20 per school) stored anonymously and used for analysis.
Staff face-to-face Interviews	**Staff online Interviews**
All members of staff who taught Physical Education to female Keys Stage 4 pupils received the participant information sheets and consent forms.	Leader of PE department liaised with via email to decide the best form of remote contact for staff to receive the participation information sheets and consent forms.
⬇	⬇
Those staff members who wished to participate were able to opt in to the study, by signing their consent, and returning form to researcher.	Those staff members who wished to participate were able to opt in to the study, by signing their consent, and returning form to researcher via Email.
⬇	⬇
From the responses, 3 staff members were randomly selected for face to face interviews. Selected staff members were contacted individually to discuss time and location.	From the responses, 3 staff members were randomly selected for face to face interviews. Selected staff members were then contacted individually to discuss time and online video platform most suitable.

Appendix 9:

A list of pseudonyms used for both staff participants and student participants. For the purpose of being able to differentiate between staff participants and student participants within the discussion, staff participants were given a forename and surname combination, whereas students were allocated just a forename.

Staff Data Set	Pseudonym
1	Harley Clarke
2	Jamie Williams
3	Alex Moss
4	Sam Banks
Student Data Set	Pseudonym
1	Rhiannon
2	Hannah
3	Kate
4	Ella
5	Laura
6	Charlotte
7	Morgan
8	Alice
9	Juliet
10	Chloe
11	Sophie

Appendix 10:

The staff participants information sheet and empty consent form sent staff participants ahead of data collection.

Canterbury
Christ Church
University

Once you have read the participant information sheet and you wish to participate in the study, please return a complete consent form to Megan Dornan at: m.m.dornan454@canterbury.ac.uk

PARTICIPANT INFORMATION SHEET

A research study is being conducted at Canterbury Christ Church University (CCCU) by Megan Dornan: "Physical Education, Games and Physical Activity: an investigation into the effect of secondary PE teachers' attitudes on practice and their influence on students."

To participate in this research, you must:

Teach KS4 Girls Physical Education.

Be able to spend approximately 1 hour taking part in an interview, online.

What will you be required to do?

If you wish to participate in this study, you will be required to consent to taking part in a 1:1 interview lasting approximately one hour, which will be auditory and visually and recorded on a password protected Voice over Internet protocol (E.g. Zoom, Skype, Microsoft Teams). The platform for the interview will be chosen by you as a participant, depending on which platform you find most comfortable. The interview recording will then be transferred to a password protected google drive. Once it has been transferred it will be transcribed, and deleted from the app.

The interviews will be semi structured, and involve a series of questions exploring your perceptions, beliefs, and attitudes towards teaching and learning in physical education, Games, and physical activity and experiences as an educator. For identity protection purposes, your name will be replaced with a pseudonym (false name, letter, or number) for transcription and data presentation purposes. This is done to protect your identity, and keep your participation confidential. It is important to note that your participation is confidential from other participants, including your department leader.

Prior to the interview commencing you will receive a copy of the questions that will form the basis of the interview and the starting point for further questions. If you wish to participate you will be asked to give consent to study by completing and returning the form at the bottom of this sheet to the research (email at the top of the participant information sheet). If more than 3 people wish to participate, 3 will be selected at random to participate. If you are selected to participate you will be asked to liaise with the researcher to choose the most efficient time to complete the study.

Feedback

Once the study has been completed, I will contact your institution, and those who participated will have the opportunity to discuss the results of the research, and from here you will have access to the finished thesis.

Dissemination of results

The audio visual recordings will be transcribed and analysed through a process of codifying to identify and explore common themes between the different schools, staff, and students.

Deciding whether to participate

If you have any questions or concerns regarding the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to (i) withdraw consent at any time without having to give a reason, (ii) request to see all your personal data held in association with this project, (iii) request that the processing of your personal data is restricted, (iv) request that your personal data is erased and no longer used for processing.

Process for withdrawing consent

You are free to withdraw consent at any time without having to give a reason. To do this, please email me on m.m.dornan454@canterbury.ac.uk and you will be withdrawn from the study with immediate effect, including your interview data.

Confidentiality and Data Protection

On the legal basis of consent, all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be processed in a through simple random selecting, to choose a sample of the population who opt into the study for participation; this will be done through a random name generator. Personal data will be used to select a sample to study. Data can only be accessed by the researcher, supervisor, and an examiner.

In the unlikely case of the disclosure of harmful or concerning information, the designated safeguarding officer of your institution will be informed, in order to protect participants.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of 5 years.

Background to Study

The background motivation for this study primarily stems from a lack of research and literature covering the topic, and also secondly my position in the Physical Education (PE) field as a postgraduate student and future educator.

From primary school to postgraduate education, PE has been the core of my academic study and my passion accordingly which has influenced the whole way by those who taught me. However, what I find interesting is that not every pupil is influenced in the same way by the same staff, in

the same school. I am passionate to explore why this is and to understand how I, as a hopeful future educator, ensure I positively influence students. To me the value of PE is huge, not only does it encourage students and staff in schools to follow a healthy active lifestyle, but it builds on both personal and team skills.

Existing literature surrounding this topic suggests that as a society we expect schools to use PE to prepare children for their future participation in physical activity (Penney, and Jess, 2004)*, however the role teachers have in this preparation is unclear. With this in mind, if PE is expected to positively influence students, it is important to look at what different elements of PE (Games and physical activity) that can influence students. In the case of this study, the focus is on the importance of how teachers influence pupils through their attitudes and beliefs of PE, physical activity and Games. This research aims to seek further understanding of the following;

What experiences shape the attitudes of a Physical Education teacher?

How do teacher's attitudes of Physical Education, Games and Physical Activity influence their students?

Does the way a teacher influences their students in Physical Education have the potential to vary between schools?

*Penney, D. and Jess, M., (2004). Physical education and physically active lives: a lifelong approach to curriculum development. *Sport, Education and Society*, 9(2), pp.269-287.

Any questions?

Please contact

Megan Dornan (Researcher) m.m.dornan454@canterbury.ac.uk

Dr Kristy Howells (Supervisor) Kristy.howells@canterbury.ac.uk

INFORMED CONSENT FORM

Title of Project:	"Physical Education, Games and Physical Activity: an investigation into the effect of secondary PE teachers' attitudes on practice and their influence on students."
Name of Researcher:	Miss Megan Dornan

Contact details:

Address:	Canterbury Christchurch University, Faculty of Education, North Holmes Road, Canterbury, Kent, CT1 1QU.
Supervisor	Dr Kristy Howells - kristy.howells@canterbury.ac.uk
Researcher:	Megan Dornan - md454@canterbury.ac.uk

Please initial box

1.	I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions.	
2.	I confirm that I meet the requirements of the study and teach KS4 PE to female students.	
3.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
4.	I understand that any personal information that I provide to the researchers will be kept strictly confidential, and I understand how it will be stored.	
5.	I agree to be recorded (visual and audio) in the Voice over Internet Protocol I am most comfortable with (Zoom, Skype, Microsoft teams etc).	
6.	I agree to take part in the above study.	

Name of Participant:	Date:	Signature:
Researcher:	Date:	Signature:

_____   _____

Return front sheet to researcher

Once returned you are free to withdraw consent at any time without reason by contacting the researcher.

Appendix 11:

A verbatim transcript from a staff participant. Consent was gained from the participant for their transcript to be used in the appendix.

Researcher: Megan Dornan (MD)

Participant: ██████████ (HC)

MD: If you are comfortable to please may you briefly outline your teaching journey. This could include any moments you remember as a student in PE, when you wanted to become a PE teacher, or any teacher training, or different schools you have worked in.

HC: Ok...uh… in reference to a student you mean at college or as a pupil myself.

MD: As a pupil yourself.

HC: Ok.

MD: So from your first experiences in PE until now.

HC: Alright okay so, uuu, my earliest recollections of PE… so I went to a three tier education system. So we had primary, middle and secondary. So I guess my earliest opportunity recollection of a sort of PE was primary and would've been dance based body management all the way through there. Can't say I loved that [laughter]

MD: [Laughter]

HC: Middle school was much more Games based with sort of athletics in the summer, but it was dominated even then, must've been mid 80's, even then it was dominated by Games. Um obviously sort of traditional Games like football were at the fore. And it was also determined by recourse. So we didn't have a sports hall in middle school so it was very much what they could fit into the school hall. So it was sort of things like uni-hoc, badminton, that sort of stuff, circuit training, lots of health related fitness stuff. Secondary school was uh secondary school yeah, so secondary school started at sort of 13 then. Um it was comprehensive education, quite a forward thinking school at the time, it was Non-uniform. Staff and pupils were sort of encouraged to have quite a, not informal, but not such as stringent relationships i.e Sir etc. They hated that it was more just call them Mr. Miss whatever. And the teaching followed suit, it was quite relaxed teaching. PE teachers had a couple there, they were quite old school, you know they were sort of through the 70's, very much you know quite performance dominant… so everything was about if you were in the team you were popular, if you weren't in the teams you kept your head down and kept out the way.

MD: [Ok]

HC: So it wasn't ideal. I look back, I mean it was okay for me because I was playing football in the teams but some of my friends weren't and they had quite a horrid time and didn't really enjoy it

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and it put them off being physically active in general really. In terms of why I picked PE, I just went with something I enjoyed. I enjoyed being physically active. I spent most of my life outside when I was at home, uhh i was left on my own quite a lot, so spent quite a lot of time on my bike in the woods, a lot of time in the parks ummm and I just wanted to carry on doing a job which you know meant I could keep doing that and maybe pass on what I enjoy to others. Um came as a bit of a shock I guess when you know you go to university and it's again it's still very much Games dominant. It's early stages National Curriculum so 1994 um lots of pressure on Games although my uni was quite good in respect where we spent 6 weeks on each subject area. So 6 weeks of netball 6 weeks of badminton with specialists and we were expected to sort of acquire all of the skills…

MD: Yeah

HC:... you know gymnastics as well there was a tick list of skills you had to be able to perform to be able to pass the module. Um so that was a bit on an eye-opener. But you know, being in Sheffield it was a lot more, I don't know I'd say, more forward thinking, more outdoors...I guess it was broader spectrum of PE where they spent a lot of time, a lot of the schools being that close to the Peak District, you know, they were climbing, their cross country started in the Peak District and you'd run back to school, they made better use of the outdoor environment. I guess again like I said, PE reflects the environment you have available and it draws specialists to those areas because that's where they want to live and be and spend their life. So I was doing a lot of climbing and cycling and mountain biking at the time and so I wanted to be up there because that's where I went with my brother and what have you so… and then you know the PE, the schools reflected that…

MD: Yeah

HC:.. I mean there was a strong Games playing element, and you know with boys football it was there escapism. It was a tough area to work in. You know I worked in um a school just outside of Barnsley called [x], it was 11-16, a hard school. There was 85% male unemployment in the town, drug dealers on the gates, school was fenced like a prison, but it was an oasis for the kids. They loved being there , absolutely loved'em. It was a brilliant school and a fantastic discipline system. A reward based, they encouraged everyone, you know they had assemblies where the gym-club would come in and demo...

MD: Oh wow

HC:... and you know everyone was encouraged to respect each other. You know but the sport was still important to them especially with the boys, it was often their only chance to get out of the life their parents worked, you know like coal miners and what have you so they worked hard. They sort of bought me up. I was sort of the edge to whether I would pass or not and at that time it was tough...

MD: mmm

HC:...if you taught a good lesson the kids would take time to come and say thank you. That was brilliant, really enjoyed it. But the flip side, if you taught a bad lesson they would also tell you and on no uncertain terms, that was terrible. You know and you can imagine some of the language. But they expected you to know things, and again it sort of made me open my eyes a bit more to spending a bit more delivering, and thinking about what motivates each individual… what is their

drive out of the lesson. You know and there were some tough, tough times with you know some pupils who had been abused, some pupils were being abused, and it was really hard. You had a tough set of lessons to teach. But then my second teaching practice school was completely... the complete flip side it was an indepent.

MD: Ah okay

HC: It was very different, you know I had the complete contrast. It was independent , it was Games dominant, PE was only half an hour periods, it was not really given much credence as it were. You know it was to literally occupy them for half an hour and it would be health related fitness, go and do some circuits training, get in the gym, summer it was softball… it didn't really have much structure to it. The Games periods did, they were very much driven you know skill-based, but again if you weren't really a Games player, although they had teams for everyone it was quite I would say demoralising...because if you were in the sixth-eleven you would have to play but you would be pretty embarrassed by the fact that…. you know children aren't stupid, they know what they are good at and what they're not good at and it was embarrassing to be honest. And it needed… for me at that time I was like this isn't right, there needs to be a marriage that everyone's skills and things being sort of you know what's the word… they need to have sort of met a quality rather than being your a Games player so therefore you're the best. Why not.. someone whose a fantastic gymnast you know or orienteerer, or cross country runner mountain biker why cant they be celebrated as well. But you know it was hard and that those activities should be given similar footing as against … go and do climbing because you cant do football or rugby or whatever you know and again… i guess it was good in Sheffield and being in Sheffield in that independent kids did go off climbing, and became high standard climbers because they put a lot of effort into it, the teachers there, again were all… it you took climbing you were a climber so you put a lot into it there was a lot of passion in that. Which i really expected.

MD: That makes a lot of sense

HC: My first school out of training was covering a staff absence so again it was 11-16 comprehensive in the north east up near Sunderland,, really tough school it was actually the number one failing school for GCSE at the time…

MD: Oh wow

HC: I only covered it for a term [laughter], and then I got a job in January at an independent in Northamptonshire and again it was a real change but a great place to be. The head of PE there at that stage came in and really turned things on their head. Like they flipped major sports around, from football - rugby, to rugby- football, which was a big change then. Um but i would say it was still very much Games dominant there i dont think it had the same balance as the Sheffield independent which i thought was a better model, which ironically is the model which my current employment is now following which I think works. You know it has a variety of different activities, reflecting the skills of everybody and making people happy. And then you do have pupils which do want to get out there and do it rather than 'oh god I've got to turn up to Games'. Yeah…. um alright?

MD: Yeah, that is really interesting thank you. So, to you, you have worked in a range of different schools. What would you say the terms Physical Education, Games, and Physical Activity mean to you? How would you differentiate them?

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HC: um…

MD: In other words how would you define each one?

HC: So Physical Activity, Physical Education, Games… they… they should all be under one umbrella really. They should be classed as one… you know each strand of that national curriculum, be it Games, gymnastics, OAA, swimming, aquatics, whatever its called now you know, they should be in balance. But with the National Curriculum PE when it was first designed was Games dominant you know there was a full unit of Games and 2 half units… one half unit being, must be, athletics or something athletics dance, i can't remember off of the top of my heads, But when they set it up they overweighted Games dominance. I mean the history of it was that the government wanted schools to produce better performances in our national Games, we weren't doing particularly well at the time in world Games like cricket football rugby, the government put that down to schools and said well let's push Games modules in schools. I think they got it wrong. Um in terms of what Physical Education should be about is about encouraging pupil to find an activity which they enjoy, an activity which they can see their skills transition and that they will naturally then will realise they are committed to it, and will then naturally improve their generally health be it physical and mental. You know but i think at the moment i would say 80% of the schools at least in the UK would set themselves out on Games and would be measures on Games. Games is the dominant thing, it is almost an American collegiate model, i know it's coming round but i dont think Games should be seen as the dominant thing. Games for me, if you ask me what does it conjure up in my mind… it conjures up a minority of a year-group doing the activity. You know my previous school to my current one you know they Games team(s) would be the same 16 pupils

MD: across all sports?

HC: yeah and across a year group of 180… and you're like hold on a second, you've got a year group of 180 and only 16 are after school doing the activity, well then something has seriously gone wrong here. And it's the same 16. And obviously there are other issues in play there, you know parental influence, what parents are encouraging pupils to do, their children to do… whether that they have the time and financial constraints you know to do all of those things. But it would sadden me that you do tend to still see that I think in most schools.

MD: mmm yeah…

HC: The problem you then have of course is from going Games dominant with the pupils, the next generation of PE teachers becomes Games dominant. So I'd say, us old lags now, probably the last ones to go through a 6 week modular of gymnastics, 6 weeks in the swimming pool… whereas now it's pretty much Games Based and now schools will employ specialist gymnasts, swimmers, if they so wish to do those sort of activities. Um so you know it's tough, that's a difficult trend to break. And I guess that's how I see it. Games should form part of National Curriculum *PE*, and should be almost an equal weighting, but it's not, it's a dominant weighting, almost at the expense of all others. I mean it's hard isn't it in a country that's dominant to break that. Um but i think that's the role of the Educator, and a good PE department should recognise the value of all the other different activities, and actually crack on and deliver those and enthuse those. Umm… yep.

MD: Lovely, thank you. So with the study having a focus on Key Stage Four girls…

HC: Yep

MD: and obviously one of the aims of the National Curriculum is to encourage students to lead healthy active lifestyles…

HC: Yep

MD: How would you say you are able to influence students to influence such healthy active lifestyles through the lessons you're able to teach?

HC: Yeah… yeah… I think we do. We teach mixed PE you know right the way through key stage three, keys stage four. I mean I don't see, [sighs] there's this argument at the end of key stage three they break away, but you know from my own schooling we were taught in mixed groups and the activities were delivered appropriately. I think it's more I'd say there's more influence probably from media, from society, that impacts on girls participation in sport, as against what happens in the classroom. If you've got you know, certainly at my current place there's not as much drop out from the girls as you would see at a mainstream school. Certainly when you look at the key stage four groups going into year 11 you still got 90% of the girls class carrying through the activity, and that's because the activities are pitched so that they are balanced. You know there are activities which show no gender bias umm… and you know pupils are taught equally. I mean there's not sort of the old-school PE teacher of you know I'm just going to stick with the boys or whatever, and I don't think we see that and that great um.. I think the problem, one of the problems, is the impact of media, society, and I think that falls on mainstream schools as well, where you see a bigger drop out and you know there are now… to encourage girls to take part in sport you know, they are abandoning major Games in favour of health related fitness elements you know dance, variants of dance, umm fitness based elements… all which is good in terms of participation but also you're effectively reinforcing media stereotypes that core-Games aren't really for you if you are female you know which is totally rubbish. In my previous school fortunately, the female staff were fantastic and the pupils again were, which was from what they were immersed in… you know we had a really strong girls football team, fantastic girls football teams, you know girls cricket, those sort of things were encouraged because there was no difference you know between those, and girls and boys recognised each other as such for each others skills um but I think that's again these sort of schools, maybe I've been fortunate, but they are few and far between. And I think if you looked at sort of the core school you'd see especially at key stage four for girls, a lot more uh health related elements as against elements which could be slightly more fun… as it were… which is effectively what you want. If it's fun they'll go out and do it you know.

MD: So when you were at school you were saying you enjoyed PE. You were successful in it. Are there any elements of your teaching now, that you see as a result of your time as a student in PE? So maybe the ways your teachers taught you, the teachers that taught you, any sports they introduce to you outside the mainstream, that now you are keen to deliver

HC: No, not really. No. My PE teacher he was a nasty man. You know he would, well he is headteacher now at a very successful school but at the time he was quite a nasty man. Even with the sports teams, if you weren't winning you were really put through it. Um, so no.

MD: So have you tried to come away from that?

HC: Oh absolutely. My first sort of main school, the independent in Northamptonshire, um there was two rugby coaches that were absolutely fantastic and they were really big on encouraging pupils to solve problems through physical activity. So they would pose them a problem, for example, the best lesson I ever watched was a, he just posed the pupils with a um question... and just said 'right listen, I want you to tell me. When you think it's best to pass the rugby ball... before at or after contact. And then he structured the session to basically illustrate the advantages and disadvantages of each moment. So they solved it themselves, and worked out by the end of the lesson that needed to get the ball off the contact, so that they player was committed... it changed the way... well what the coach wanted them to do was to run in such a way that their arms were free to make a pass um as against just running in, and it worked really really well. I guess the problem solving approach and encouraging the pupils to achieve, that is guided discovery, is what they call it. But you know, actually encouraging the pupils to take ownership, they felt a little bit more empowered, a little bit more, rather than 'do this', you know they were a little bit more in control. By encouraging the session, it was right 'you want to do that you do that'... you know that really helped me.

MD: That's interesting

HC: To be honest most of the army stuff, the CCF stuff I do have completely shaped my PE teaching.

MD:Ok, in what ways?

HC: Again the CCF type stuff, boys and girls are not treated any differently, they have no distinction between the boys and the girls, they are all taught exactly the same. But the way that they teach it is very much empowerment of pupils, cadets, whatever, to solve problems.. and um that's sort of cognitive element of 'here's a problem for you to solve, have a go, now I'll give you a tool to practice it, now go practice it again, oh look you've achieved it', you know, and then so there's this massive reinforcement of their achievements which you don't, you know they are really celebrated. And that sort of collective bond of celebration you know overcoming what seems a real challenge to start with, that has really helped me. It really has helped the way I teach my outdoor education stuff. You know, the way people help individuals to overcome challenges in the environment has really helped the way I would speak to pupils and deliver challenges in my lessons. Because you know, some skill elements are seen as insemantible, but you know with the right enthusiasm, the right set up, you can get pupils to achieve, and if they achieve they enjoy, and if they enjoy they'll go out and do it. I think my own experiences of teaching when a pupil was very much 'do this do that', and you don't do it you're crap.

MD: So you say coming from your experiences as a student into a teacher, you have tried not to do what you didn't enjoy when you were a student? But also...

HC: Yeah, definitely, and it's hard and it's made me you know unpopular with fellow colleagues uh, and I have had stand up arguments with people that I felt have belittled and bullied effectively, and put off pupils and you know it really hurts me. And you know the sort of Games dominant traditional teachers almost view pupils you know, for example just riding a bike or whatever through the woods, which can be a huge achievement for some, they just laugh at it and sneer at it like oh crikey they are just going for a ride. Well you know…..

MD: mm…

HC:...that's really hurtful and you can see where pupils have really dropped out of activity because of that. You know at their age you know its really hard if someone is hammering that you're rubbish or laughing at your achievement when you feel proud of what you've just done, you know it really hurts and it puts them off and you know I've seen pupils drop out of activities, not because they don't enjoy it but because that they will be laughed at. Yeah, you know, its caused conflict for me,

MD: Yeah, yeah...interesting. So that's obviously a big thing that has shaped your 'biography' almost as a teacher. Um…

HC: Yeah

MD:... also you mentioned that when you saw that rugby lesson they were doing a guided discovery approach…

HC: Yeah

MD:... and you saw how well it worked.

HC: Yeah

MD: Do you use guided-discovery a lot as well then, because...

HC: yeah

MD:... of that then, because you saw it be successful?

HC: Yeah, yeah, definitely. Um yeah definitely. Um, I would… I teach a lot with sort of whole-part-whole learning, so… an example of a lesson I taught in the mainstream was to encourage pupils to recognise the importance of a line out effectively, and how you can achieve yards if you have got your line out right. But we literally taught it by saying you know we are going to start with this Game based, because the children like playing Games, small sided so they all had something to do, and then saying right every time that there is an infringement we are going to start with a lineout. Now very quickly they worked out that they weren't very good at doing line outs…

MD: yeah

HC:... so suddenly there is an enthusiasm for them to want to do said lineout. So you say okay well you clearly need to practice this, have you thought about you know maybe setting up in this way. And then, okay, here's an example, have a go at that and see if you can work out your own couple of variants on this. You know, and then oh brilliant let's have a look at that, and stopping the whole lesson and really enthusing, right have a look at this, this is brilliant you know, look what they've managed to achieve. And it's that sort of guiding them to solve the problem and then really reinforcing how well they've done you know, um it really helps. And by the end of the lesson the Game was fantastic. They were flying. You know and really really into it.

MD: that's great, yeah.

HC:... and Uh and we were achieving really good things. In gymnastics I love teaching in gymnastics you know that creative element. Like there's a mat with a bench across the middle you know, find me three ways you can travel in this area and then just dropping in like, you know have you maybe thought about going along, or over, or could you go under? Now if you're going to go under what sort of moves could you do? Does that look good do you think? You know if something looks good it usually is, isn't it. And it is those sorts of questions all the way through you know alright let's see if we can link these together then make a little routine. Okay right let's stop and all watch each other, you know you're going to watch this one, pick me three good things, only good things, you know, things which you enjoyed about that, not anything oh crikey that was rubbish, because children naturally look for that. You know find me good things tell me why that was a good thing, do you think you could incorporate anything of those routines into yours to make it better and more enjoyable. Go away and practice then, lets see if we can really improve. And then gradually once they've achieved that, great you raise it, last week we had a bench and two mats, this week we have a trestle table, we've got a springboard into a buck or a box you know, what can we do here? Can we try something else, you know and just sort of leading it that way. I think that's sort of quite powerful. I think the beauty of activities like that is that they are levellers…

MD: Yeah

HC:...so yeah so the kids that play football outside the school inevitability are going to be better than the ones that dont. So if you pick an activity which you know is a really leveller, which we see in our current place with things like pop-lacrosse, or you know handball or things like that, it really helps, it really helps.

MD: Amazing. So as well as things like, so you were saying guided-discover, whole- part-whole, and questioning are there any other pedagogical models or frameworks that, or teaching styles that you try to embody to influence the progress of students? Are there any you see as better than others?

HC: Well the other thing is its hard, there's given activities lend themselves to different models...

MD: completely

HC: if there's a danger element then that command style of learning, you have no choice but, uh, as long as you pitch that to the pupils at the start and don't come across as authoritarian and you say 'look potentially there is a risk element in this. You know today I'm going to have to be a little bit more forceful and say look you have to do it this way and this way only, do we all understand?'...

MD:mmm

HC:...then you know, then that's fine. You know, you've got to be careful in terms of how you deliver you know, and don't go into a very sort of authoritarian mode, because you just scare people. And again, you see that a lot in the outdoor environment you have to have a much calmer demeanour. If you have a calm demeanour, and you can explain to the pupils beforehand that this is what we are doing today, this is how we will deliver you know then they are going to accept… accept that and carry on, and you can then use all those different um models of learning. um .. I…I …I think the traditional and what you see with the younger teacher is that they are worried about losing control so they tend to be very much command-based, you know and that's not necessarily

the best way to go about things. You know I think we've all been in that position, um and I think through time you sort of recognise that there is a definite need to um you know use a variety of different styles based on your group, based on you know, what your group expects, um what you're trying to achieve, but you need to be versed in all of those elements you know because I think at some point in your career you're going to have to use each and every one of them. Um… yeah.

MD: Right. So moving on from teaching and more towards gender, would you've already spoken about quite a lot.

IC: yep

MD: Have you, even as a student and up until now as a teacher have you ever perceived girls and boys as having unequal opportunities in PE, at any point?

HC: yeah I think uh, um … again I think there's always tended to be a gender bias towards boys playing Games you know?

MD: yeah

HC: and sort of the Games mod- … element of the curriculum is the sort of preserve of boys you know um, and again like I touched on earlier, I think society has a lot to play, a lot of influence on that. You know, if you look at other countries around the globe you know, the places like Australia for example, there's isn't this gender, doesn't seem to be maybe there is but it doesn't seem to be this sort of gender difference you know, boys and girls play the same activities, do the same activities. Um I would say that you know yeah, it goes back to our teachers, our own experiences of school and our own experiences of society, our parental influence, it all comes together to effectively to almost block certain elements of activity out of girls in PE. You know, girls must do netball, and hockey, boys must do rugby and football. You know, you know, again which is why I like the more outdoor elements because like you know um girls and boys, outdoors climbing, couple of our pupils who are girls are as good as the boys if not better. You know, someone like Rachel Atherton is like one of the finest mountain bikers in the world you know and she is and can match and better most of the top men in the world,

MD: wow

HC: yeah. And that shows that there are issues, like traditional, mountain biking. I guess it's seen as a boy's activity but it's not, and I think it's one of the gross areas. I watched the ladies downhill in the Forest of Dean, and it was a huge field, more than the men's field, and they were fantastically skilled, but I think it's again it's an activity that again I think ladies in general and girls in general have seen is an activity they can be accepted in. But thats wrong isn't it?

MD: yeah, yeah

HC: it shouldn't be that they are accepted in, but if a group of girls turned up at the rec with a football and went to play football they'd have been jeered.

MD: unfortunately yes

HC: Yeah you know, but if a group of ladies turn up at the Forest of Dean downhill track, then they are met by a group of men that uh all just sit together and have a cup of tea, coffee, bacon roll and they all talk to each other about oh you know what different elements oh you should try this try that do this do that. You know, I think, you know and that's you know what people see and you tend to see that in our kind of traditional activities. Activities of which the girls feel accepted in they would pursue. So if you can find activities in your curriculum which are more levellers, where they don't feel that there's this definite gender bias in terms of the school, in terms of their parents, in terms of what they read in the media, then you know there will be that uptake.

MD: Yeah

HC: But like I said it shouldn't really be like that, because you look at places like Australia where the women's cricket you know, there is no real difference. America, with soccer, you know there is no difference. They train together. You know. You don't see that, but if you're from here its very different.

MD: So have you ever perceived a difference in the girls and boys opportunities, and wanted to change it? Or have you ever suggested something to your department to say let's put this in place to make it more equal? Or anything like that?

HC: oh yeah like definitely. Like I said that it tends to be the sort of outdoor elements um and like I'm hoping…[laughs] I'm hoping that when we go back you know that there will be that opportunity. The climbing we pushed through was fantastically successful, and you know, the girls were fantastic, and very much equal uptake there.

MD: yeah

HC: but you know I think biking is going to be hard because that relies on the parents, but I'm hoping that that is something which you know, there are definite role models there. Obvious role models you know. Role models which we all recognise, there you know we touched on Rachel Atherton, but there's like Tahnee Seagrave, Rae Morrison that are fantastic riders that you know um and their all recognised and get equal coverage which is the key thing. You can flick on RedBull TV and you'll watch like I say Tahnee Seagrave hitting some ridiculous route just the same as… actually that's what my son is watching now [laughs]...

MD: amazing [laughs]

HC:... um but you know you can see them doing the same things. Like elements like that are really important and we should still, like at my previous school I pushed girls football, and certainly at the early age like years 7 and 8 we trained them all together after school.

MD: Have you ever done anything with mountain biking with students at any of the schools you've worked at? Have you wanted to? Or is it something that has been unable?

HC: yeah I have. Climbing I have done more of. Obviously climbing is more accessible. Mountain biking I have done quite a bit. I did quite a bit in Sheffield with the school there, and it was hugely popular. And it's something which the school in this area where I live now, is currently pursuing, and encouraging girls to get out there. Uh and again you know I think it is a great thing to see and we are seeing that, there are lots of girls. Like last time I went to the Forest of Dean there were

lots of young girls there and um you are seeing that, but it still needs to get out there. With something like that it needs to be done at school as there are not going to actively see that so much you know, but if you do push an activity like that at school, you have the parents on board, and said look get your kid out to the woods, do this, then you are going to see a big change in that. But that does need to be, an activity like that does need to be led at school. Um and if it's done well it will really take off, and you know we are seeing that trend Nationally. But it does need to be led at school. The problem is, it's getting there with something like that its having the school have to accept that there's a risk element in that, you know there are going to be accidents. You know so you've got to be qualified obviously um you have to be experienced, you have to be passionate, um and that's a key thing, if you're passionate you can lead anything there… but then they have to accept that there's that risk and that's a problem. So lots of schools, especially mainstream, will not deliver activities that carry a risk of injury. Again it's wrong, but it goes back to this sort of gender bias again. You know a boy falling off his bike and breaking his leg, you wouldn't think two hoots about it. Where a girl falling off their bike and breaking their leg there would be uproar.

MD: yeah, completely

HC: You know and it's completely wrong and like I said if you read, you should watch some of Rachel Athertons interviews, shes broken pretty much every bone in her body. You know but what's the problem? Some people would be aghast at that. And I think that there is a societal element there, what messages you're sending girls, like oh she'll have a scar, and whatever, like what? Utter tosh. Uh but you've got to break down that myth, that those are very hard when you're watching telly and girls are sat there staring at pictures of made up airbrushed ladies and you know on girl bands that are dressed up to the nines and what have you, and going like 'that's what I want to be like'. That's really hard. That really us hard.

MD:mmm yeah

HC: and more worse now, because of the social media element

MD: completely agree, so would you say that the media makes it harder somewhat…

HC: Yeah

MD:.... with teaching, do you find that girls are more worried about their looks, and their

HC: yeah oh definitely

MD: … aesthetic?

HC: definitely, they are more worried about their looks, they are more worried about how they are perceived. Uh again, it's societal, it's parental, you know there will be family influences, it's really hard. Uh you know it's because of that its finger-tip stuff now, that you could put a picture out and within ten minutes you'll have twenty replies to said picture you know they are watching themselves all of the time in case someone is taking a picture or in case someone writes you won't believe what such and such just did. You know boys probably don't care so much about that. You know um again because that's what society wise you've got 'oh he's only a lad', and you know it's totally wrong. Totally wrong. But that is what you're fighting against and I think that is an element you know which is going to be really hard to get round without a huge societal change.

MD: definitely

HC: I mean for me it's no, no what's the word, it's not shocked me that uh the top female mountain biker is from Scotland, you know where it's slightly different approach, and the other two I mentioned, are both Kiwi's. They are both from New-Zealand. They've got very different societies and a very different model of education you know I and I think that that is something which we are always going to fight against in the U.K.

MD: So that is a lot to do with your beliefs in…

HC: Yeah

MD: so like society and the way we have shaped gender…

HC: Yeah

MD: So what do you find motivates you in your like day to day teaching if you do have any motivations?

HC: I just love to see the kids achieve something. What really motivates me and makes me really happy is when I see a child, a child achieve something. They get that glow, and they get that feeling of warmth and enthusiasm. And then ah they get that, often you get pupils which will then oh sir I did this the other day and now I've been out in my garden and I've done this, or I've done that, or I went to the driving range, or you know, we did this, and you know that really really heartens me. I think you have to really look at your teaching, and try and make sure that in every lesson there is at least some achievement, even if it's a tiny achievement. It's something which you know pupils recognise, can see and feel, and they will come back for more. Sometimes they are huge achievements and you can be completely blown away from where, you know for me I've watched pupils go from completely… There's a couple of girls at my current place that have left a few years ago that wouldn't say boo to a goose when they first arrived. Were really put off in terms of physical activity, from there early schooling um then by the end of their schooling were confident, really charismatic, athletic young ladies that you now will go out and be very successful you know and have no qualms whatsoever about matching it up with the boys you know and regularly beating them in many respects. That is incredible, and is such an amazingly powerful thing that you have to keep that in mind, I keep it in my mind that it's a long Game. It's those small achievements that will build to an overall big goal that will be achieved at the end.

MD: I like that. Does the leadership in your school, or anywhere you've worked before, have they ever helped towards letting you be able achieve things? I know you mentioned climbing and mountain biking.

HC: Yeah definitely. I think so. I think that's it. We've been quite lucky. In my current place I'd say it's better than it was. I say that as in the independent sector there's a danger that PE is less than Games. PE you're pretty much given carte Blanche. Now there's a danger with that. You can get carried away or things don't… you need some guidance and support. I do see that. We've got a department now where people go yeah go with that, but they'll also go however just consider this and I think you need that. You need that encouragement, but also you need someone to also say let's just have a look at that, what do you need to help you. Um rather than carte Blanche as it

were. And I had that as I said in my first main teaching job, at my first independent, the head of the department was fantastic at that. And you know being early age and given that sort of ownership over the subject like go on run with that and see what you think it's great, and you know um being just basically like you will do this which is what we see in some elements in my current place, you know, and some elements of my early education, this is the programme, you will not do anything else, you will do it written this way, you know, its demoralising for the teacher. You know let alone the students.

MD: Have you ever experienced that in the institutions you've worked?

HC: Yeah I mean I think, certainly with core Games, like football and things like that there's this expectation that you must do this, and you must do it in this way, and um… like a good friend of mine that works in a school up near London, recognised that you can't have ownership over everything. In his own words he said you've got to let some of your staff play José Maurinho, you've got to let them be creative. And he um he had a wonderful Games curriculum for their school which basically said look these are the core things I really need you to get across but outside of that explore, and here's some ideas, you explore your own. Now its no surprise that that school are like you know not just achieving high standards in terms of their lead stuff, but also the amount of children that are actively playing is astronomical. But then also you have the teachers on side., you've got impassioned enthusiastic staff, and it feeds to the pupils, and it really impressed me. The model was fantastic and I know a lot of PE teachers don't do that. They don't trust anything else outside of their control, and I think you have to allow that element to happen. So yeah.

MD: Thank you and thank you for your time too, I appreciate it.

HC: You're welcome, hopefully see you soon.

MD: You too, stay well.

END OF AUDIO

Appendix 12:

Table illustrating the themes found in the initial and focussed coding stages.

	Interviews	Questionnaires
Stage 1 Initial Coding	- The Anticipatory stage - The Professional stage - The Organisational stage - Attitudes Towards Physical Education, - Attitudes towards Games - Attitudes towards Physical Activity - Creating an enjoyable environment - Teaching Styles used - State school's v Independent schools - Encouragement within school - Opportunities offered - Encouragement of External Participation - Competency of teacher - Healthy active lifestyle encouragement - Media influence - Location - Family influence - Individual attitudes	- Encouraged to participate in school - Encouraged to participate outside of school - Promotion of healthy active lifestyles - Being shown new sports - Positive experiences - Negative experiences - teachers are motivational - teacher competency is important - Classroom climate - teacher showing appreciation of progress - Games is performance based - PE focusses on health and fitness
Stage 2 Focused Coding	- The phases at which attitudes are learnt: Occupational Socialisation - Physical Education teachers' definitions attitudes towards PEGPA - Staff participants shaping their practice to influence students - Other Perceived Influences on students experiences in PE, Games and Physical Activity	- Recognition of teaching styles their PE teachers use - Providing opportunities - External participation - Encouraging participation - teachers being fit and healthy

Shows the initial themes extracted from interviews and questionnaires, followed by the refined categories analysed after a second more focussed coding process of data analysis.