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CARDIFF METROPOLITAN UNIVERISTY
Prifysgol Fetropolitan Caerdydd

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(HONOURS)

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The Challenges Teachers face when trying to provide high quality
physical education in secondary schools in South Wales

(Dissertation submitted under the discipline of)

Pedagogy

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THE CHALLENGES TEACHERS FACE WHEN TRYING TO PROVIDE HIGH
QUALITY PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN SOUTH
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List of Abbreviations

PE- physical education

HQPE- high quality physical education

NCPE- national curriculum physical education

ITET- initial teacher education training

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Abstract

Although research shows that the value of PE in schools is recognised by subject experts and the government, studies have discovered the presence of barriers to delivering high quality PE to learners. The current study aimed to explore teacher's attitudes towards the implementation of the ten characteristics of high quality PE, assess what barriers teachers face when aiming to deliver high quality PE to learners and whether gender issues play a role in the delivery of high quality PE. In order to assess these aims thirty minute open, semi-structured interview took place with five experienced male and female secondary school teachers in order to discuss the practical implications of high quality PE in South Wales schools. The study adopted a qualitative design and an inductive content analysis was conducted. This led to five main themes emerging from the data these were: *high quality PE, facilities and funding, student, teacher and gender discourse in PE*. The results of the study indicated that significant barriers existed when aiming to provide high quality PE with South Wales secondary schools. The findings suggest that for pedagogical change to occur the unique environment of PE needs to be considered. Barriers to high quality PE need to be recognised in order to progress pedagogical practise and ensure all learners have access to high quality learning within PE and school sport.

CHAPTER ONE
INTRODUCTION

Research has established a firm link between regular physical activity and health, a lack of physical activity has led to increases in the percentage of Adults and children who are overweight or obese (Foster, 2011). Over weight and obesity in children represents a serious public health problem in Wales with the rate of childhood obesity in Wales is the highest in the UK (National assembly for Wales, 2012). In relation to this, the World Health Organisation recommends that children participate in one hour of moderate exercise five times a week. In Wales only fifth two per cent of secondary school children take part in the recommended guidelines. The introduction of the National Curriculum for physical education (NCPE) in 2002 established a statutory curriculum in PE to ensure that all aspect of what is considered to be a successful physical education program are achieved in schools in Wales (National assembly for Wales, 2002). PE is a compulsory curriculum subject for all learners up to the age of sixteen and until the end of key stage 4 (Evan, 2001). Yetim (2000) defines physical education (PE) as a process of education through physical activity, its goal is to develop learners through the experience of motion. The purposes of sport and PE can be divided into four groups namely physical development, motor development (nerve-muscle development), mind development and social development (Yetim, 2002) The NCPE outlines the importance of PE to children's development and education and defines high quality PE as 'inspirational teaching and coaching that helps young people learn'.

To set the context for this study it is important to distinguish between PE and physical activity (PA). PA refers to "any bodily movement produced by the skeletal muscles that result in energy expenditure" (Buckworth & Dishman, 2002, p.28). Whereas Capel and Whitehead (2013, p.4) suggests that

'PE is a term that applies to work in the movement field carried out in schools. It is a compulsory subject in which pupils have to take part. Sport or recreation is usually understood to be a self-chosen activity. PE is part of education is seen to be important and to have value within the school curriculum, whereas sport is usually understood as engaged in by the individual for pure enjoyment.'

Mental and physical training has a parallel correlation in terms of their purposes. One fulfils the other (Tamer, 1987; 2). Tamer encompasses the importance of daily physical education to children's cognitive development as well as physical development, a justification for the importance of PE in schools. PE has been proven time and again to keep children more switched on in class as well as helping with confidence, leadership and numerous other life skills as well as increasing knowledge on the maintenance of a healthy lifestyle.

PE and the knowledge of how to maintain a healthy lifestyle are important as they enable learners to make informed decisions about their health and level of physical activity. This link between adult physical activity and school PE is illustrated well by Shephard & Trudeau (2000). Their view is that the most important goal of PE is the long-term health of the learners through their exposure to a wide range of health promotion forms of physical activity. In light of the belief that physically active children are more likely to be physically active adults, researchers and public health educators have targeted school PE as a means of promoting healthy lifestyles.

High quality PE helps to increasing children's knowledge and awareness of a healthy lifestyle and provides vital life skills that prepare them for adult life and the working environment. Physical education has been viewed as the most suitable vehicle for the promotion of healthy, active lifestyles amongst young people (Shephard & Trudeau, 2000). Quality PE and Sport for Young People, DfES & DCMS (2004) should be an aspiration for all schools and is important for many reasons, not least because it may help young people to make informed lifestyle choices and encourage lifelong participation in physical activity (Kirk, 2005). The inspectors in Wales, Estyn (2012) recommended that school PE departments should make sure that lessons focus on high quality PE and provide suitable opportunities for pupils to keep physically active and engage in sustained physical activity. They should also offer learning activities that will enable pupils of all abilities to make progress and, in particular, provide suitable challenge for more able key stage 3 pupils.

Although the value of PE in schools is recognised by subject experts and the government, studies have discovered the presence of barriers to delivering high quality PE to learners. Significant barriers to delivering high quality PE have been found to include large class room sizes, lack of equipment and funding (Barroso *et al.*, 2005). The presence of barriers to delivering high quality PE makes the delivery of the ten HQPE and School sport outcomes (Appendix A) increasingly difficult for PE educators. Alongside these barriers, PE is also marked by rather stable gendered patterns of behaviour and perceptions of the subject (Larson *et al.*, 2009). Consistent gender discourse has been reported in PE; particularly in health education which was believed to be a more female appropriate area of PE and was negatively perceived by male students and teachers (Harris & Penney, 2002). Gender has long been an issue for PE specialists in schools and in Initial Teacher Education and Training (ITET). Historically in the U.K PE has developed in explicitly gender ways (Harris & Penney, 2002). This needs to be considered alongside other barriers when looking at the delivery of high quality PE in Schools.

This study aims to explore teacher's attitudes towards the implementation of the ten characteristics of high quality PE, to assess what barriers teachers face when aiming to deliver high quality PE to learners and whether gender issues play a role in the delivery of high quality PE. In order to assess these aims thirty minute open, semi-structured interview will take place with experienced male and female secondary school teachers in order to discuss the practical implications of high quality PE in South Wales schools. Exploration of these factors may provide useful evidence for teachers, researchers and the government into the perceived and practical barriers that teacher face when trying to provide HQPE in their schools.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction to Chapter

The purpose of this chapter is to set the contextual framework for research and in doing so examine the existing knowledge of high quality PE and the challenges teacher face when aiming to deliver PE to learners in South Wales' secondary schools. This will allow parameters to be set for this dissertation.

The aim is to start with a broader context of PE and health fitness and wellbeing looking at its value to learners and its context in secondary schools. The chapter will then narrow the field of literature to explore high quality PE and school sport, the barriers teacher face when delivering high quality PE to learners and gender roles in PE.

2.1 Physical Education and health, fitness and wellbeing

Physical educators have long proclaimed that PE is an important academic discipline to a learner's education; yet, some still view PE as a less academic subject when compared to the other subjects in the school curriculum. (Barney & Deutsch, 2009) PE provides a platform for an active and healthy lifestyle as part of preparation for lifelong learning (Acker *et al.*, 2010). Maintenance of a healthy lifestyle during childhood is extremely important for a child's development, healthy weight and general wellbeing. Physical activity in children produces benefits not only by attenuating increase in percentage body fat, typical of children in this ages group, but also by enhancing academic development (Richard *et al.*, 2012). The role of physical education in promoting a healthy nation has been increasingly recognised in recent years (Cale and Harris, 2009; Stratton *et al.*, 2008). The World Health Organisation recommends that children participate in one hour of moderate exercise five times a week. In Wales only 52 per cent of secondary school children take part in the recommended guidelines reference. In comparison to this statistic almost 70 per cent of secondary school children in Wales spend two or more hours a day watching television and partaking in other sedentary activities (Welsh Government, 2011). The statistics of sedentary lifestyles in Wales demonstrates the increasing need for children to receive more stimulating PE in school.

2.2 The Value of PE in Schools

There is much debate over the value of PE in schools as many parents and teachers feel that it takes time away from more 'valuable' academic subjects (Barney & Deutsch, 2009). Margaret Whitehead's concept of physical literacy identifies the unique value for physical activity as well as explaining how PE can make a significant contribution to the education of young people. Physical literacy can be defined as a disposition acquired by individuals encompassing the motivation, confidence, physical competency, knowledge and understanding that establishes purposeful physical pursuits as an integral element of their lifestyle. (Whitehead, 2010a;11). Whilst physical literacy needs to be nurtured through life course, it is suggested that physical educators have both a unique opportunity and a clear responsibility to nurture this capability (Whitehead & Murdoch, 2006). PE in schools is the only place where it can be assured that learners have experiences in purposeful physical pursuits and therefore can present the only opportunity for every child to develop their motivation, confidence and physical competence (Capel & Whitehead, 2013). As PE may be the only time a child gets to experience physical literacy it is vitally important that physical educators are delivering a high level of professional PE to their learners. A high quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully which in turn increases their physical literacy (Capel & Whitehead, 2010; p198).

2.3 High Quality PE

The term 'high quality PE' was first defined in detail in 2004, in the document High Quality PE and Sport for Young People (DfES/DCMS, 2004). This document describes what high quality PE looks like, provides guidance on how schools can achieve it, and contains descriptions of the ten outcomes of high quality PE and school sport. (Appendix A). A fundamental characteristic of a successful PE program is that the students are interested and motivated to learn the intended objectives. Unfortunately, in many cases, students begin losing interest in PE as they progress through school (Mowling *et al.*, 2004). The National Curriculum for PE (NCPE) claims to develop students personally, morally and socially, whilst developing their

confidence and competency to participate in a range of physical activities (QCA, 2007). This can only be achieved through high quality teaching. Schools that deliver high quality PE have learners who actively engage, achieve and enjoy their PE program. PE has been consistently shown to improve children's health, self-esteem, confidence and social skills, as well as having been identified as enhancing academic performance (Sallis *et al.*, 1999). Moreover, the introduction of the Physical Education School Sport and Club Links Strategy with the government's target of "increasing the percentage of school children who spend a minimum of two hours a week on high quality physical education and school sport." (DfES & DCMS, 2004) has further highlighted the desire for and importance of participation in high quality physical activity and PE (Cale & Duncombe, 2008). The National Assembly and the Sports Council for Wales are working in partnership to improve and develop the quality of PE and School Sport in Wales. The Assembly initially invested £5million over three years across Wales with the aim of improving high quality PE in Welsh schools (National Assembly for Wales, 2008). Alongside this, *Learning through PE and Sport* clearly outline the fundamentals of high quality PE and the beneficial effects on learners enabling teachers to understand how best to deliver PE within their school. In spite of these changes, many educators have expressed difficulty in meeting the high quality PE characteristics in a practical school environment.

2.4 Barriers to providing High Quality PE

Definitions of high quality such as those articulated by the DfES/DCMS. (2004, 2005) fail to acknowledge that educational contexts are not neutral spaces where young people have equal capabilities to engage in learning, but rather ones marked by unequal social relations serving to differentiate and marginalize, as well as to empower and support (Flintoff, Foster & Wystawnoha, 2011). The gap between what we say we want to do and what we are doing in practice has been and still is the main problem in PE (Mosston & Ashworth, 2002). Barriers within schools that restrict teachers providing PE programs have been classified as being either *institutional* (outside the teachers' control) or *teacher-related* (arising from the teachers' behaviour) (Morgan & Hansen, 2008; Jenkinson & Benson, 2010). Sherman *et al.* (2010) found that significant barriers existed in schools when providing HQPE. The

main barriers identified were large class sizes, low priority relative to other academic subjects, inadequate financial resources and inadequate facilities both indoor and outdoor. Alongside these findings the study identified detailed additional barriers to delivering PE in schools. These included the availability, accessibility, and maintenance of equipment, the coordination of time and space, poor physical activity role modelling and lack of parental support or prioritisation. A crucial step in the design of school health programs is careful understanding of practitioner barriers to the implementation of PE programs (Barroso, McCullum-Gomaz & Hoelscher, 2005). It is unclear whether barriers to delivering high quality PE are that of a practical nature or due to a reluctance to conform to the NCPE by teachers due to personal beliefs and values associated with PE. Rather than reproducing NCPE legislation as practice, teachers were found to be adapting, modifying and recreating it to fit with their own beliefs about physical education teaching and so that it was manageable within the unique context in which they worked (Evans & Penney, 2008)

2.5 Gender discourse in PE

PE is marked by rather stable gendered patterns of behaviour and perceptions of the subject (Larson *et al.*, 2009). There is consistent gender discourse in PE particularly in health education which was believed to be a more female appropriate area of PE and was negatively perceived by male students and teachers (Harris and Penney, 2002.) Despite significant changes in the curriculum for PE since the introduction of the NCPE in 1998 and a central government driven policy texts requiring change in the curriculum, it seems that very little change has been made in the U.K in terms of gender issues in PE. Dowling (2006) identified that, a discourse in gender can be found even in PE initial teaching education training (ITET). A lack of theoretical understanding of gender unwittingly leads to perpetuate discourse in today's outcome driven ITET courses; leaving little room for alternative professional identities. These studies further expose an underlying gender theme within PE teaching that has the power to cause a lack of parallels in the delivery of high quality PE to learners. Contrary to this, Curtner-Smith (2006) showed that many teachers supported the NCPE as it challenged teachers to look at the whole spectrum of PE outside of the traditional games program. However, no real change in pedagogy occurred, instead teachers recreated and adapted the new curriculum so that it was

congruent with their existing perspectives and ideologies. If we are to consider real pedagogical change the key element is the transformation of beliefs, values and ideologies held by teachers that inform their pedagogical practices.

2.6 Rationale for Study

In essence, what we seek is to achieve deep understanding of particular events or circumstances of the teaching and learning process and of teachers' and children's experiences (O'Sullivan, 2007). Correlating the conclusions drawn from the literary research, it is apparent that the delivery of PE within school children aged 5-16 is not always concurrent with the guidelines of the NCPE and is grossly affected by teachers gender, individual beliefs and ideologies; along with those of the school in which they teach. High quality PE offers significant benefit to child development; improving health, confidence and motor ability as shown by the outcomes of the NCPE. Research indicates that high quality PE is not always being delivered in schools due to a variety of individual teaching factors for physical educators. Despite this, it is not clear whether high quality PE is being achieved in schools due to the apparent inconsistency in practice of the guidelines proposed by the NCPE or due to other barriers teachers face when implementing High quality PE. From the evidence the extensive research presents it is prudent to further address the barriers teachers face when delivering high quality PE in schools and whether this affects children's quality of education with the physical domain. Therefore the proposed research will look to further explore the barriers, both perceived and in practical implementation, that teachers face in the delivery of high quality PE in Schools.

CHAPTER THREE
METHODOLOGY

The aim of this study was to explore the challenges teachers faced when aiming to deliver high quality PE to learners. The research project looked to explore teacher's attitudes towards the implementation of the ten characteristics of high quality PE, to assess what barriers teachers face when aiming to deliver high quality PE to learners and whether gender issues play a role in the delivery and of high quality PE. The following chapter will be split into ten sections; justification of design, method, ethics, trustworthiness, pilot study, pilot study modifications, sample, procedure, data analysis and finally limitations of methodology.

3.1 Justification for design

The study used a qualitative research design; qualitative research is intended to approach the world 'out there' and to understand, describe and sometimes explain phenomena 'from the inside' in a number of different ways (Flick, 2007). It enables the researcher to analyse the experiences of individuals or groups. Biographical life histories, every day professional practices may be addressed by analysing everyday knowledge, accounts and stories (Flick, 2007). A qualitative approach has been used as it enables the researcher to probe deeper into the thoughts, feelings and experiences of the individuals (Patton, 2002). Qualitative research allows for a broader depth of knowledge to be achieved. In this approach the researcher is provided with the opportunity to probe questions further and derive meaning based on previous participant's responses. This is not possible through a quantitative approach (Marshall and Rossman, 2011).

3.2 Method

Within this qualitative framework a semi-structured open ended interview design was created in order to explore the research question. The purpose of interviewing was to enter into the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit (Patton, 2002) The open ended conversational interview offered maximum flexibility to pursue information in whatever direction appears to be appropriate, depending on what emerges from observing or conversation with an individual in a particular setting. (Patton, 2002). This framework guided the interview topics and generic questions were developed. Questions were asked in relation to teacher's individual responses. This design allowed further exploration of the issues

that arouse from the original interview guide in order to develop themes and to achieve more in depth and valuable information.

3.3 Ethics

Consent for the study was granted in June 2012 from the Cardiff School of Sport at Cardiff Metropolitan University Research Ethics Committee (UREC). Prior to the study participant information sheets (Appendix B) and informed consent forms (Appendix C) were required to ensure ethical validity (Gratton & Jones, 2004). Informed consent means that no one should be involved in research as a participant without knowing about it and without having the chance of refusing to take part (Flick, 2007; p.69). Information sheets were provided to the participants prior to the study. These detailed the aims of the research project, what was being asked of the participants, freedom to withhold answering any questions and to withdraw at any time. The document also detailed contact information of the researcher should the participants have had any further questions regarding the research project. The participants were informed of their right to withdraw from the study at any point, and were made aware that their withdrawal would have no consequences to themselves or their school or in any way affect their relationship with the researcher or Cardiff Metropolitan University. To conduct the interviews a suitable and neutral environment was obtained in order for participant to feel comfortable and to ensure the reliability and validity of interview results. For further reliability a Dictaphone was used to record the interviews in order to avoid human error and give an accurate recollection of the interview. Alongside this, notes were taken of relevant facial expressions, body language and gestures when appropriate (Patton, 2002). This is important in order to get a full and detailed picture of the participant's answers.

3.4 Trustworthiness

Trustworthiness is a vital component within a research project as it is important that the findings are a true reflection of what actually happened. Trustworthiness is mainly compromised of validity and reliability. Reliability refers to the degree of consistency with which instances are assigned to the same category by different observer or by the same observer on different occasions (Hammersley, 1992; 67). Reliability is concerned with the consistency of the findings (Gibbs, 2007). To ensure the reliability of the research project findings; the recordings of the interviews were

listened to numerous times which allowed for correct transcription of the interview (Ratcliffe,1995). Data was cross-examined by a fellow researcher so that any intrinsic bias would be reduced (Patton, 2002).Validity means truth; interpreted as the extent to which an account accurately represents the social phenomena to which it refers (Hammersley,1990; 57). Being a qualitative study, there was more emphasis on validity as opposed to reliability; this is due to the fact that although the procedure may be repeated the results will reveal inconsistencies (Ratcliff, 1995). To ensure the validity of the study participants were shown a copy of the interview transcript and asked if they found them to be an accurate account of the interview before they were used as data.

3.5 Pilot study

Prior to conducting the research a pilot study was undertaken in order to test out the procedure, check questioning and practise the use of recording on the Dictaphone. The pilot study also allowed the researcher to familiarise themselves with the interview environment and to gain practice conducting an interview. As it was the researchers first research project the pilot study was important in order to gain experience and practise interview techniques. It is important in a semi structured open ended interview to gain practice with the use of probes and when to move onto the next question. The quality of the information obtained during an interview is largely dependent on the interviewer (Patton, 2002).In this sense, it was important to establish a friendly environment and make the participants feel relaxed. This was achieved through open and positive body language. Although the questions within the interview guide were to be used as a guide and written more for discussion topics, the pilot study presented the opportunity for these groups of questions to be practiced and then altered depending on the feedback received. The pilot study also allowed the researcher to become more familiar with using the Dictaphone and where best to place it for optimum sound quality. It was decided that the best place for the Dictaphone was to the side with the sound piece facing the participants. This way the participant's answers were clearly recorded but the Dictaphone as out of direct sight so as to avoid distraction.

3.6 Modifications from pilot study

As a result of the pilot study modifications to the interview guide were made and a final interview guide was created (Appendix D). It was noted by the participant that during the questions about the barriers to high quality PE the researcher asked some slightly leading questions these probing questions were removed and probes were only asked on the information the participant had already provided in their answer to avoid leading questions. It was also noted that some questions were asked clumsily so they were reworded and looked over in order for the researcher to increase their familiarity with the interview guide. This allowed the researcher to be more confident and conduct the interview with more clarity. Alongside this it became apparent that probes or reassurance were not used as often as would have been liked. The participant noted that the researcher tended to ask the question and then let the participant answer rather than responding and probing throughout. This was modified as it would allow for more detailed information to be gained and put the participant at ease when being interviewed as it created a more relaxed environment.

3.7 Sample

The schools used in the study were co-education comprehensive schools in the South Wales region from a variety of socio-economic backgrounds. The participants were five secondary school PE teachers (two male and three female) from four schools within the selected region. All participants had been teaching PE for more than five years.

A sample from this population was selected through considering those with relevant subject and teaching experience, time available and geographical convenience. Participants were initially contacted by email, sent directly to the head teacher of the school or the head of the PE department prior to individual teacher contact. This was done in order to ensure the school consented to teachers participating in the study. The email detailed the aims of the study and how individuals would be involved if they wished to participate. Participants were offered the opportunity to ask questions and meet with the researcher to discuss the research project before consenting to participate.

3.8 Procedure

A larger number of participants than stated were initially contacted in order to ensure an adequate sample number. Those who replied to the emails were then sent detailed information about the study via email including an outline of the purpose of the study, participant information sheet and consent form. If participants decided that they would like to participate in the study then a convenient time was arranged in order to conduct the interview. Contact was made with the head teacher and head of department as well as the individual participants themselves in order to ensure the school was happy for the teacher to participate in the study and to be informed about the research project.

Participants were given consent forms (Appendix C) prior to the study and if they wished to participate signed these forms. A copy of these documents was emailed to the participants prior to the study in order for them to read and fully understand what was expected of them without the pressure of the researcher's presence. At the beginning of the interview participants were then asked to re-read and sign the documents. An individual semi-structured, open ended interview took place with each participant in a neutral and comfortable environment, usually a quiet office in their school. Each interview lasted between twenty and thirty minutes. This allowed sufficient time for participants to be informed about the study, sign the consent forms, and understand the aims of the study and to give detailed and sufficient answers to the questions. Using Griggs (2010) as an example of good practise a semi structured, open ended interview guide was utilised. This ensured the interviews trustworthiness and that the interview ran smoothly with appropriate and in depth questions. Once the interview and recording was completed participants were debriefed and further reminded of their rights. Participants were informed that interview transcripts would be emailed to them for verification and also cross-examined by another researcher. Transcripts were cross-examined by another researcher in order to check validity and eliminate bias. Transcripts were then verified by the participants before they could be used as part of the research project in order to ensure validity and participant satisfaction. Once these verifications were made data was analysed utilising an inductive method.

3.9 Data Analysis

Following the completion of the interviews, inductive content analysis was conducted. This method allows the researcher to identify key meanings and themes in large amounts of data (Patton, 2002). By reviewing the transcripts the researcher aimed to establish a detailed picture of the thoughts and feelings of the teachers surrounding the research question. Guided by the categories that derive from the interviews answers were coded to help ensure clarity within the findings. Participants were informed of this prior to the interview to ensure they were happy for these notes to be taken. During the reviewing process of the interviews the researcher re-read the transcripts numerous times to identify themes and topics (Kinchin, 2004). As informed by Gibbs (2007) the coding was checked and analysed by another researcher in order to reduce bias. Coding was then produced using an inductive approach (Patton, 2002). This allowed meaningful quotes to be identified and those of similar themes were grouped to the same code. Coding enables data to be managed and organised in a structured way (Gibbs, 2007). Throughout the data analysis stage and the entirety of the research project every effort was made to ensure participant anonymity.

3.10 Limitations of Methodology

The limitations of the methodology that emerged whilst conducting the study were the small sample size and inconsistent interview environments. A small sample size meant that although the information collected was valuable it cannot be generalised to a larger population as the sample does not represent the whole of south wales. Inconsistent interview environments was the other main limitation of the methodology, this limitation arose due to convenience for the participants. The nature of the participant's profession meant that some interviews were conducted in school classrooms with high levels of surrounding noise and a large number of distractions. This meant that although detailed data was collected from the interviews the nature of the interview environment may have limited the data collection as the participants were sometimes distracted and not as relaxed as would have been liked.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 Results and discussion

This chapter will critically evaluate data collected from interviews with PE teachers in four of South Wales's secondary schools. The data was categorised into main themes and discussed analytically in relation to the research collated in the literature review. The main aim of this chapter was to identify the barriers teachers face when trying to deliver high quality PE. Five main themes emerged namely *the importance of high quality PE* - and barriers the teacher faced when aiming to deliver high quality PE. These included *facilities and funding, student, teacher and gender discourse in PE*. These themes will be discussed in greater detail in order to gain a deeper insight into the challenges teachers face when aiming to deliver high quality PE.

4.1 High Quality Physical Education

Physical Education has been viewed as the most suitable vehicle for the promotion of healthy, active lifestyles amongst young people (Shephard &Trudea, 2000). Physical activity in children produces benefits not only by attenuating increase in percentage body fat, typical of children in this ages group, but also by enhancing academic development (Richard *et al.*, 2012). In the current study all participants agreed that high quality PE was fundamental to children's learning and development.

High quality PE and school sport is so important in schools. It's so important that in those two hours a week we are providing high quality learning opportunities and really getting the best out of the children. By providing high quality PE you see all the advantages PE can provide in children ... the physical and mental wellbeing, the social skills and confidence and leadership skills.

Not only did all participants agree that high quality PE was valuable to learners they also agreed that they provided it through their teaching. With current research showing that only 52 per cent of secondary school children in Wales take part in the recommended guidelines, of thirty minutes five times a week, of physical activity (Welsh government, 2011). The value of PE in schools is ever prominent in battling increasingly sedentary lifestyles in children. The NCPE claimed to develop learners personally, morally and socially, whilst developing their confidence and competency to participate in a range of physical activities (QCA, 2007). Health fitness and wellbeing has become a main focus of the NCPE. All participants said that they were beginning to focus their PE programmes more on the health aspects of PE,

equipping learners with the knowledge to continue being physical activity once they leave education.

We think it is really important for the children to know how to stay fit and healthy once they leave school...I would say that in this school with the PE programme we provide we do adequately equip children with how to maintain a healthy lifestyle.

What's delivered defiantly does equip the pupils not only in the physical aspects of being fit and healthy but setting them up for lifelong participation.

The teachers explained that by doing more health fitness and wellbeing they felt lessons were empowering learners with the knowledge to maintain healthy lifestyles. Not only this, but they also explained that it gave those children who did not enjoy competitive aspect of PE more opportunity to stay active and enjoy physical activity. The World Health Organisation recommends that children participate in one hour of moderate exercise five times a week. The research would suggest that by providing high quality lessons more children would enjoy physical activity. This would likely result in more children fulfilling the recommendations for physical activity participation, leading to improvements in many learners physical and mental wellbeing.

All participants said that they believed PE was one of the most valuable subjects for learners. In spite of some research discovering that PE has been viewed by some as a less academic subject when compared to the other subjects in the school curriculum (Barney & Deutsch, 2009).

If we didn't have PE pupils would just be sitting at their desks all day. At least we are encouraging them to live a positive way in their live... and hopefully as teachers we are acting as role models encouraging them to do more and join clubs outside school.

PE in schools is the only place where it can be assured that learners have experiences in purposeful physical pursuits and therefore can present the only opportunity for every child to develop their motivation, confidence and physical competence (Capel & Whitehead, 2013). All participants expressed the view that high quality PE was vital for learner's development and all expressed their best effort to ensure high quality PE was delivered within their classrooms. As PE may be the

only time a child gets to experience physical literacy it is vitally important that physical educators are delivering a high level of professional PE to their learners.

High quality PE is very valuable to learners as it develops skills and they get to experience situations that help them in all aspects of life and make them well-rounded and healthy adults.

PE has been consistently shown to improve children's health, self-esteem, confidence and social skills, as well as having been identified as enhancing academic performance (Sallis *et al.*, 1999). Within the current study all participants expressed the view that high quality PE and school sport was central to developing students with the ability and knowledge to lead physically active lives. All participants believed that within their school environment they did the best that they could to ensure learners were provided with high quality PE. However, pedagogical research has discovered that the gap between what we say we want to do and what we are doing in practice has been and still is the main problem in physical education (Mosston & Ashworth, 2002).

4.2 Barriers to providing High Quality PE

Research supports the teacher's view that the unstable nature of a PE environment creates barriers to delivering high quality PE and that these exist in lessons. Definitions of high quality such as those articulated by the DfES/DCMS. (2004, 2005) fail to acknowledge that educational contexts are not neutral spaces. Young people do not always have equal capabilities to engage in learning, but rather ones marked by unequal social relations serving to differentiate and marginalize, as well as to empower and support (Flintoff, Foster & Wystawnoha, 2011). All the teachers interviewed in the current study identified issues that made the delivery of high quality PE to learners challenging. The main barriers that emerged through the interviews were facilities and funding (4.2.1), learner (4.2.2) and teacher (4.2.3).

4.2.1 Facilities and funding

Similar to Sherman *et al.* (2010) the current study found that significant barriers existed in schools when attempting to provide HQPE. Some of the main barriers identified by Sherman *et al.* (2010) were inadequate financial resources and poor

indoor and outdoor facilities. The current study supports this research by identifying facilities and funding as one of the main challenges to providing high quality PE. All teachers identified facilities as a barrier to delivering high quality PE within their PE lessons.

I think it's mainly the facilities... we have a gym and a pool but we don't have a sports hall so I find that a massive barrier. We don't do any hockey here as we just don't have the facilities. We haven't got any Astor pitches on site and we can't play on the concrete as its poor quality. When I first came 20 years ago they were in the condition that we could use them...wasn't perfect... but we could give the kids that experience.

This implies that despite teachers' best efforts the lack of adequate facilities or their poor condition can be detrimental to achieving high quality PE for learners. As this teacher identifies they do not do any hockey due to inadequate facilities. This seriously effect children's access to certain areas of the NCPE and limits the variety of physical activity. The majority of teachers agreed that a lack of facilities limited what sports they could provide to learners. This made some aspects of the NCPE, particularly outdoor pursuits and creative activities difficult to deliver. More specifically, two of the teachers identified a lack of indoor facilities as a prominent barrier to the delivery of high quality PE. The teachers ascertained that when weather conditions meant lesson could not take part outside a lack of indoor facilities made lessons challenging. They commented that within South Wales indoor facilities were used frequently in the winter term due to poor weather conditions and a lack of indoor facilities meant learning was affected. This leads of lesson being taken into classrooms or small indoor facilities causing teachers to have re-evaluated and adapted lesson plans which can result in a decreased quality of lessons.

I think only having one indoor facility can be a barrier when the weather is bad, we have a great outdoor facilities but in the winter when we can't go outside as much as we would like then it makes it more difficult if we have say ninety children doing two different lessons in one space.

As this teacher identifies a lack of indoor facilities means that there can be large number of learners using one facility at once. Maintaining a high quality in lessons was difficult as it challenged the delivery of the PE programme and meant they often had to use contingency plans. In wet weather one class could end up in a classroom

which meant they missed out on any physical activity. Sustained periods of this could lead to an increase in inactive PE lessons for some children. Thus an increase in good quality facilities would make it easier for teachers to be able to continue to provide high quality PE lessons both indoor and outside. All teachers agreed that an increase in facilities would have a positive effect on learner's access to high quality PE and increase high quality learning. Interestingly one of the teachers, despite working in a school which had good facilities, still identified it as a barrier to providing high quality PE. She explained that the superiority of facilities in her school made it much easier for her to provide high quality PE within her lessons. She also said that when she had worked in previous schools that had limited facilities it made it more difficult to provide high quality PE.

I'd say in our school we are very lucky with facilities and we have exceptional teachers in my department. I think in schools I've worked in before facilities is one of the things that make high quality PE the most difficult as you just don't have the space to do what you want to do. Having good facilities defiantly makes it easier to provide high quality PE I have found.

Furthermore, two of the teachers interviewed made a strong link to funding and lack of facilities. They explained this link in term of cause and effect, saying that although they identify a lack of facilities as a main barrier that barrier was ultimately effected by how much funding the school had to spend on PE.

I think it all comes down to money at the end of the day... the more money the school has to spend on equipment , facilities and teacher courses the higher the quality of PE will be... Obviously you need high quality teaching to begin with... but particularly in PE as you can't do lessons without equipment and facilities so it's necessary to improving standards.

So it's probably funding that's a big barrier for us ... I think money comes down to it at the end of the day it depends what budget you have depend what equipment ... you always need new equipment you always need to move with the times it all comes down to money I suppose.

The current study shows that a lack of facilities and funding to provide facilities creates a major barrier to teachers in South Wales when aiming to provide high quality PE to learners. It is evident that the teachers in the study all agree that there is the need for an increased number of adequate facilities both indoor and outdoor. The majority of teachers said that they felt better quality of facilities would allow them

to provide a wider variety of sports to students and to provide active lessons in all weather conditions. Of particular interest is that one of the teachers interviewed commented that barriers, such as facilities and funding, could be overcome through adapting teaching methods.

Although obviously it is a barrier initially, if you're an effective teacher then you should be able to use that and think ok this isn't working we need to mix it up a little bit.

This teacher comments that effective teaching should be able to overcome barriers and teachers should be able to adapt teaching methods in order to provide high quality PE in a variety of environments. This is a significant point as although the current study highlights facilities and funding as a barrier it does not show whether poor facilities are a barrier or whether teacher's used this as a justification for inflexible teaching methods.

4.2.2 Learners

A fundamental characteristic of a successful PE program is that the learners are interested and motivated to learn the intended objectives. Unfortunately, research has identified that in many cases learners begin losing interest in PE as they progress through school (Mowling *et al.*, 2004). The current research supports this; three of the five teachers interviewed identified learners as a barrier to the delivery of high quality PE.

Down in key stage three they think it's really important but by the time at about year nine when kids get it about thirteen and fourteen they start to say they don't want to do it. Why should we do it and we get stubborn kids.

The teachers explained that they often experienced difficulty with learners having negative attitudes towards PE. Those who did not enjoy PE often made excuses for not participating in PE lessons. The findings of the current study suggest that if learners hold a negative attitude towards PE then it makes the teachers' job increasingly difficult. Teachers explained that these learners often misbehaved and disrupted lessons which affected the high quality of the lesson for all learners.

Obviously it's always easier to teach those children who enjoy PE they are much more engaging and they just put so much more effort in... they make life easier. Those that don't enjoy PE can be more challenging. They will forget kit and pretend to be ill all the time and just don't want to engage. Not that that means that we don't provide quality in those lessons but it's just more challenging as you don't get the same level of engagement.

The teachers suggested that those learners who did not engage in PE lessons were harder to teach and lead them to develop negative attitudes themselves towards teaching high quality lessons. The teachers discussed that they felt disheartened planning and putting time into high quality lessons when learners disengaged and misbehaved. The current study demonstrates that negative learner attitudes have the power to demotivate teachers from providing high quality lessons. This data demonstrated the difficult environment teachers work in. The findings of the study are supported by the research of Flintoff, Foster & Wystawnoha (2011) who discussed that it needed to be acknowledged that educational contexts are not neutral spaces. The unstable environment of lessons means that there are not always equal capabilities to engage in learning, but rather ones marked by unequal social relations. The majority of teachers agreed that this could often be attributed to parent's attitudes to PE. The teachers believed that those parents who had a negative view of PE often predisposed their children to a negative view of PE. This made engagement in PE difficult for learners even those who wanted to participate.

We find that the ones that don't want to do it often their parents aren't encouraging them to do it ... you know its lots of different reasons some obviously don't encourage them as they don't encourage the sports clubs after school and they don't give lifts and you know actively encourage them.

It's always easier when the parents are on board it's an important link. If parents don't want to buy kit or won't give their children lifts to sports clubs it makes it very difficult for children ... even those who want to engage.

The teachers comments that without parents wanting to buy kit or drive children to sports clubs it made it difficult for children to participate in PE and school sport. Teachers expressed the importance of a parent- teacher link in providing PE to learners. They explained that without parental support at home and encouragement.

We find that particularly if they aren't encouraged at home. Sometimes we can make phone calls to parents if kids aren't doing it and we find if the parent aren't really encouraging them either. So obviously it's a partnership all the time between home life and school life.

The results of the current study highlight negative learner attitudes to be a main barrier for teachers when aiming to deliver high quality PE. The research also shows that many teachers' attribute negative attitudes to those of their parents. This is supported by Barney & Deutsch (2009) who found that many parents and none PE specialist teachers felt that PE takes time away from more 'valuable' academic subjects. Morgan & Hansen (2008) and Jenkinson & Benson (2010) also identified parental support as a barrier to high quality PE. From this research and the results of the current study, we can conclude that the teachers are not the only ones to be blamed for this situation. However more effort needs to be made to establish a firm link between parents and teachers. Therefore more effort needs to be made by PE departments to inform parents of the value of PE and aim to encourage parental support in order to break down negative attitude to PE that some children are being influenced by.

4.2.3 Teacher

Previous research has identified teacher's attitudes and personal ideologies to be a barrier to high quality PE. Evans & Penney (2008) discovered that rather than reproducing NCPE legislation as practice, teachers were found to be adapting, modifying and recreating it to fit with their own beliefs about PE teaching and so that it was manageable within the unique context in which they worked. Three of the teachers interviewed agreed with these findings. They identified that their attitudes of PE often dictated how their PE programme was run and what sports were made available to learners.

With the staff perhaps because no one is really into outdoor pursuits we don't really do it justice.

I think a lot of teachers in my department would agree. With the lessons they like to teach they put more effort in to them as they feel more comfortable, there's more of a passion there that makes it easier. I know I find dance difficult so I probably don't provide as high a quality as when I'm teaching netball.

Morgan & Hansen (2008) and Jenkinson & Benson (2010) support this data, finding that some barriers arise from the teachers' behaviour and personal attitude to PE. The teachers explained that they felt uncomfortable teaching sports that they were unfamiliar with; this led to a very structured and traditional PE programme. Most teachers expressed difficulty teaching outdoor pursuits and the creative elements of the NCPE. They identified that this was mainly due to a lack of personal interest in those activities along with low subject knowledge. All teachers interviewed said that their schools were aiming to incorporate all aspects of the NCPE into their programme. However, they highlighted that they found providing high quality easier in those sports that they enjoyed themselves and this tended to be the more traditional team games.

We are trying to do a lot more dance and gymnastics and I'm a typical team sport kind of girl. In school I loved netball and hockey so I feel much more comfortable teaching those lessons. I have very little experience in dance so I find it a lot more difficult when thinking about how I'm going to provide quality in those lessons.

Many of the teachers interviewed had done their ITET before the NCPE revision and so had not received as much detailed training into how to provide all areas of the NCPE. The inconsistency in ITET training provides an explanation for the variety of PE programmes provided by the schools involved in the current study. One of the teachers commented that they found younger teachers had more energy and more experience of providing HQPE throughout all aspects of the NCPE

I think that maybe younger teachers who are coming who have had the more experience and are willing to change it.

The teacher attributed this to the more extensive ITET training younger teachers were receiving. She also commented that their less traditional PE programme when in school themselves meant they were more comfortable teaching a wider variety of sports. The teachers interviewed did express an interest in using more modern sports within their PE programme. However, they explained that they often weren't given the opportunity to go on the courses due to senior management decisions on what courses were appropriate for their department.

The head can be a bit picky with what courses we can go on and that has a knock on effect like I'd like to be able to introduce some new things but I'm not allowed to go on the courses to get trained up to teach them.

Many of the teachers expressed discontent with support from senior management to develop PE programmes in order to provide a wider variety of the NCPE. The teachers explained that even if they had the drive to provide HQPE in all areas of the NCPE they were sometimes unable to provide it due to inadequate training. Teachers expressed that senior management often dictated what courses could be made available to their staff and this wasn't always the most beneficial to the PE programme. The findings suggest that more communication between senior management and PE departments needs to take place in order to make practical decisions on what teaching courses would be most beneficial in order to improve existing PE programmes.

In spite of this discontent, the majority of teachers in the research study agreed that their own personal experiences of PE and ideologies often affected the PE programme within their school. Curtner-Smith (2006) showed that many teachers supported the NCPE as it challenged teachers to look at the whole spectrum of P.E outside of the traditional games program. However, no real change in pedagogy occurred, instead teachers recreated and adapted the new curriculum so that it was congruent with their existing perspectives and ideologies. This is echoed in the results of the current study. The gap between what we say we want to do and what we are doing in practice has been and still is the main problem in physical education (Mosston & Ashworth, 2002). The data suggests that teacher's attitudes create barriers to the delivery of HQPE. It can be concluded that more detailed and up to date training should be provided in order to diminish the inconsistencies in teacher's attitudes towards areas of the NCPE. Increased education will allow for prejudices to be broken down and provide a higher quality of education in all areas of the NCPE.

4.3 Gender discourse in PE

Gender discourse is still an issue within PE and the current study echoes this. Larson *et al.* (2009) discovered that PE is marked by rather stable gendered patterns of behaviour and perceptions of the subject. Harris and Penney (2002) further highlighted consistent gender discourse in PE particularly in health education. Health was believed to be a more female appropriate area of PE and was negatively perceived by male students and teachers. The presence of gender stereotypes within PE has been shown to limit children's access to certain sports. All teachers in the study brought attention to the presence of gender issues within PE.

There is defiantly gender issues still and particularly in PE where most of the classes are single sex. There is a clear division there straight away. It's difficult I think when children are being reinforced with stereotypes all the time to break them down.

The findings show that gender stereotypes still existed in PE. The majority of participants felt that single sex classes added to gender discourse within PE. PE is the only subject in schools where children are taught in single sex classes and this was true for all schools that the participants taught in. The study revealed that teachers found it easier and more comfortable teaching in single sex classes as they could relate to same sex children more comfortably. They said that they felt this made it easier for them to provide high quality PE.

We tend to stick to single sex classes, it's not that we don't want to its just more comfortable and we fell it works better. I think the boys tend to have a different sense of humour and their style of teaching suits the boys better.

The findings showed that all participants preferred teaching in single sex classes. One teacher said that having single sex classes did not affect the high quality of PE delivered to learners. They also commented that they believed mixed sex classes would limit girl's access to sport as they would be discouraged from taking part in PE.

Not being sexist but I think a lot of girls would get discouraged from PE playing with the boys as they wouldn't have the same skill level and might feel demotivated

The research revealed that although all teachers agreed that gender stereotypes existed within PE there was little motivation to overcome these stereotypes. All teachers said that they felt more comfortable teaching single sex lessons and traditional gender divided team sports. Alongside these findings the research exposed that teachers thought that having same sex teachers provided more credible and relatable role models for learners.

Even with teaching myself I would find it uncomfortable to teach the boys rugby because they would know I wasn't knowledgeable. I think it would be less credible to them and in terms of role models a male teacher is easier to identify with.

Most teachers said that within their school they had typically segregated 'male' and 'female' traditional games lessons. They expressed the view that rugby and football were 'male' sports and netball and dance were 'female' sports. This meant that within their PE lessons children had more access to gender specific sports within lessons. This limits children's access to PE as they do not get to experience as wide a variety of sports as the NCPE recommends. Smith *et al.* (2007) supports these findings reporting that the activities offered within the NCPE were largely dominated by gender-stereotyped team games. Many of the teachers interviewed said that their PE programme lacked in outdoor pursuits and creative areas of PE. Although most teachers said that they had preconceived gender attitudes towards certain sports many of them found that these views were also expressed by learners. The gender attitudes of both the teachers and learners can be attributed to existing social constructs of gender within society.

Even the ones who love PE can be challenging when we do something they are not as comfortable with. For example we have started doing dance and the boys can be very reluctant as they think it's girly. Particularly the ones that see themselves as macho rugby players they think it's almost going to damage that image.

Hannan (2006) explains that existing social constructs of masculinity and femininity or socially accepted ways of expressing what it means to be a man or woman in a particular socio-cultural context play a key role in determining access, levels of participation, and benefits from sport. The findings of the current study show that,

both teachers and learners have preconceived attitudes towards appropriate gender activities within PE. Both teachers and learners feel more comfortable sticking to the traditional gender appropriate team sports. These attitudes limit the access of learners to the less traditional areas of the NCPE. In order for the NCPE to become consistent in PE lessons more effort needs to be made to educate both teachers and learners on the negative effect of gender discourse within PE. The findings demonstrate that the use of mixed gender classes, less masculine sports and more cross gender role models would assist in the reduction of gender prejudice in PE. Lesson should be used in order to break down gender stereotypes. This will enable learners will gain more access, increase participation and see increased benefits of PE. More effort should be made by teachers and schools to provide non- traditional gender role sports as well as mixed gender role models in order to encourage the breakdown of gender discourse in PE. Teachers must also consider their own views and ensure that these attitudes do not reinforce pre-existing gender norms that limit learner's access to PE.

Dowling (2006) identified that, a discourse in gender can be found even in PE ITET. One of the more experience teachers agreed with this research. They commented that they found the younger newly qualifies teachers often had more enthusiasm to move PE programmes away from traditional games and were more open to mixed gender classes.

We are all forty plus so traditionally we are more comfortable teaching woman's sports and teaching girls defiantly the boys feel the same.

The teacher said that they felt younger teachers had more experience with mixed gender sports that broke away from the traditional team games. They found this made newly qualified teachers more open to trying new things within lessons. The teachers interviewed had all been teaching for varied lengths of time. Those who were newly qualified were more open to the idea of mixed gender classes and using a variety of new activities within their lessons. A lack of theoretical understanding of gender unwittingly leads to perpetuate discourse in today's outcome driven ITET courses; leaving little room for alternative professional identities (Dowling, 2006)

I think sometimes it takes a member of staff to come in and say, ok why don't we do this. But the barriers are defiantly still there but they are beginning to be broken down. You know bringing in the activities like atomic rugby and doing more mixed classes. It's crazy when you think about it because its 2013 and we're still having such segregation. But no it is driving forward but it's still defiantly apparent.

The most newly qualified teacher agreed with this view and showed more enthusiasm to the transformation of gender issues within PE. She highlighted HQPE as a means of overcoming gender discourse in PE

I would try to look at it as a challenge rather than a barrier. Although it obviously is a barrier initially if you're an effective teacher then you should be able to use that and think ... ok this isn't working we need to mix it up a bit.

Teachers provide role models for learners and by changing their attitudes towards gender we can ultimately change those of learners. If we are to consider real pedagogical change the key element is the transformation of beliefs, values and ideologies held by teachers that inform their pedagogical practices. A crucial step in the design of school health programs is careful understanding of practitioner barriers to the implementation of PE programs (Barroso, McCullum-Gomaz & Hoelscher, 2005). For pedagogical change to occur the unique environment of PE needs to be considered. Barriers to HQPE need to be recognised in order to progress pedagogical practise and ensure all learners have access to high quality learning within PE and school sport.

CHAPTER FIVE
CONCLUSION

5.0 Conclusion

The purpose this study was to further investigate the barriers that PE teachers face when trying to deliver high quality PE to children in four South Wales secondary schools. The main objectives of the study were to:

- explore teacher's attitudes towards the implementation of the 10 characteristics of high quality PE
- assess what barriers teachers face when aiming to deliver high quality PE to learners
- discover whether gender issues within PE play a role in the delivery of high quality PE

5.1 Key findings

One barrier that was identified was the lack of facilities and funding in schools. Similar to Sherman *et al.* (2010) the current study found that significant barriers existed in schools when providing HQPE. Facilities and funding were identified as one of the main challenges to providing high quality PE in current study. All teachers identified facilities as a barrier to delivering high quality PE within their lessons. Additionally some teachers identified a lack of funding as the catalyst for poor quality facilities. It is evident that the teachers in the study all agree that there is the need for an increased number of adequate indoor and outdoor facilities. The teachers interviewed in the study believed that this would allow teachers to provide a wide range of NCPE physical activities and a higher quality of teaching.

Another main barrier that emerged from the research was learners. A fundamental characteristic of a successful PE program is that the students are interested and motivated to learn the intended objectives. The results of the current study highlight negative learner attitudes to be a main barrier for teachers when aiming to deliver high quality PE. This data is supported by Barney & Deutsch (2009) who found that many parents and non PE specialist teachers felt that PE takes time away from more 'valuable' academic subjects. Most teachers within the study said that learners attitude toward PE could be attributed to those of their parents. Therefore the current study highlights the need for more parental education on the value of high quality PE.

Previous research has identified teacher's attitudes and personal ideologies to be a barrier to high quality PE. Evans & Penney (2008) discovered that rather than reproducing NCPE legislation as practice, teachers were found to be adapting, modifying and recreating it to fit with their own beliefs about PE teaching and so that it was manageable within the unique context in which they worked. The majority of teachers in the research study agreed that their personal experiences of PE and their ideologies often affected the PE programme within their school. This supported the findings of Curtner-Smith (2006). Teacher's attitudes create barriers to the delivery of HQPE and it can therefore be concluded that more detailed and up to date training should be provided in order to reduce the inconsistencies in teacher's attitudes towards areas of the NCPE. Increased education will allow for prejudices to be broken down and provide a higher quality of education in all areas of the NCPE.

The last barrier that the study identified was gender discourse in PE. Larson *et al.* (2009) discovered that PE is marked by rather stable gendered patterns of behaviour and perceptions of the subject. The findings suggest that both teachers and students have preconceived attitudes towards appropriate gender activities within PE. The research would suggest that both teachers and students feel more comfortable sticking to the traditional gender appropriate team sports. These attitudes limit the access of learners to the less traditional areas of the NCPE. For the NCPE to become consistent in PE lessons more effort needs to be made to educate both teachers and children on gender discourse. The findings suggest that the use of mixed gender classes, less masculine sports and more cross gender role models would help to reduce gender prejudice in school PE.

From the current findings of the research project it is clear that changes need to be made to pedagogical practice in order to overcome barriers. A crucial step in the design of school health programs is careful understanding of practitioner barriers to the implementation of PE programs (Barroso, McCullum-Gomaz & Hoelscher, 2005). For pedagogical change to occur the unique environment of PE needs to be considered. Barriers to HQPE need to be recognised in order to progress pedagogical practice and ensure all learners have access to high quality learning within PE and school sport. Fundamentally more education for teachers, parents and

learners on the importance of high quality PE would allow for advances in pedagogy and more consistent implementation of the NCPE within South Wales secondary schools.

5.2 Limitations of the research study

Even though the findings from this study have made a contribution to identifying the barriers that PE teachers face when trying to provide high quality PE. If the study was to be repeated the following limitations need to be considered.

Even though teachers from a range of areas in South Wales were interviewed the study only had a small sample size of five participants. It would have been beneficial to gain a larger sample size as it would provide more detailed information and allow for more conclusions to be drawn from the findings.

Alongside this as the study was the first project the researcher had undertaken they lacked confidence. The lack of experience meant that the researcher did not probe questions as well as would have been desired during interviews. This could have affected the quality of data collected in the interview.

5.3 Areas for future research

Research revealed that the male participant felt that gender discourse was less of an issue than the female participants. This would be interesting to look at in more depth. For future research a more equal number of female and male participants would be used in order to draw comparisons of opinions on gender discourse based on the gender of the participants

It may also be beneficial to look at the consistency of ITET courses, as many of the participants identified differences in their training to be a cause of the inconsistencies in school PE programmes. This research may provide an insight to how ITET training affects how teachers cope and overcome barriers.

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APPENDICES

APPENDIX A

COPY OF THE TEN OUTCOMES OG HIGH QUALITY PE AND SCHOOL SPORT

Copy of the outcome of High Quality P.E and Sport

(From; High Quality PE and Sport for Young People DCMS PE/HQ March 2004)

The Outcomes of High Quality PE and Sport can be summarised in the ten points below and can be used as a guide for schools on what to look for, they should see young people who:-

1. Are committed to PE and sport and make them a central part of their lives - both in and out of school
2. Know and understand what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a healthy, active lifestyle
4. Have the confidence to get involved in PE and sport
5. Have the skills and control that they need to take part in PE and sport
6. Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
7. Think about what they are doing and make appropriate decisions for themselves
8. Show a desire to improve and achieve in relation to their own abilities
9. Have the stamina, suppleness and strength to keep going
10. Enjoy PE, school and community sport

APPENDIX B
PARTICIPANT INFORMATION SHEET

Cardiff School of Sport Ethics Committee Research Participants Information Sheet

Project Title – The Challenges Teachers face when trying to provide high quality physical education in Secondary Schools in south Wales

This Document will explain:

- a) The background and aim of the research,
- b) My role as the researcher,
- c) Your role as a participant,
- d) Benefits of taking part,
- e) How data will be collected, and
- f) How the data / research will be used.

The purpose of this document is to inform you of what the research project entails in order for you to make an informed decision before agreeing to partake in the research project.

- a) Research has shown that teachers face barriers when aiming to deliver high quality P.E to learners. Therefore this research paper will look to further explore the barriers both physical and theoretical that teachers face when delivering high quality P.E within UK schools.
- b) The project involves me (Rhian Huxtable) interviewing you for approximately 30 minutes on High quality P.E and the possible barriers to providing it in your school.
- c) Your role is to answer the interview questions as honestly as possible. The interview includes questions about your attitudes and opinion to high quality P.E in schools; as well as topics such a funding and gender stereotyping. The completion of this interview is not compulsory and you do not have to response to every question, should you not wish too.
- d) The information obtained from this study will allow for a better insight into the barriers that teachers face when delivering high quality P.E as well as teacher's attitudes and perceptions to high quality P.E and the NCPE. This will help to further evaluate the effect high quality PE has in schools. I will be happy to share this information to any of the participants in the study. If you wish we can also provide you with your interview manuscript and discuss this with you further.
- e) Data will be collected solely from the 30 minute interview.

- f) By agreeing to become a voluntary participant in the research study you will be allowing me to use your interview manuscript containing your verbal answers along with notations on your body language and tone. To include them in a larger data set that includes the other participant's data as part of my dissertation. Your data will be anonymous and can be withdrawn from the study at any time if you wish to do so

Your rights

Your right as a voluntary participant is that you are free to enter or withdraw from the study at any time. This means that you are in full control of the part you play in informing the research, and what anonymous information is used in its final reporting.

Protection to privacy

Every effort will be kept to keep your identity anonymous in any written transcripts, notes, and documentation that inform the research and its findings. Any personal information about you will remain confidential according to the guidelines of the Data Protection Act (1998).

Contact

If you require any further details, or have any outstanding queries please feel free to contact me on:

Rhian Huxtable
St10001094@uwic.ac.uk

APPENDIX C
INFORMED CONSENT FORM

CARDIFF METROPOLITAN INFORMED CONSENT FORM

CSS Reference No:

Title of Project: The Challenges Teachers face when trying to provide high quality physical education in Secondary Schools in south Wales

Name of Researcher: Rhian Huxtable

Participant to complete this section: Please initial each box.

I confirm that I have read and understand the information sheet datedfor this evaluation study. I have had the opportunity to consider the information, ask questions and have had these questions answered satisfactorily.

I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

I also understand that if this happens, our relationships with the Cardiff Metropolitan University and our legal rights will not be affected

I understand that information from the study may be used for reporting purposes, but I will remain anonymous throughout.

I agree to take part in this study on the Challenges Teachers face when trying to provide high quality physical education in Secondary Schools in south Wales

Name of Participant

Signature of Participant

Date

Name of person taking consent

Date

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher's files.

APPENDIX D
EXAMPLE INTERVIEW QUESTION SHEET

Hello my name is Rhian Huxtable and I will be conducting today's interview on the challenges teachers face when trying to provide high quality physical education in secondary schools in south Wales. I would like to reassure you that anything you say in this interview is will remain anonymous, you may refuse to answer any question if you wish and you can withdraw yourself from the study at any time without giving a reason. I am now giving you a copy of the outcome of High quality P.E and sport. (From; High Quality PE and Sport for Young People DCMS PE/HQ March 2004) Please refer to these outcomes if you need too.

The interview will be recorded so please speak clearly and refrain from rustling papers as this can affect the sound quality. I will also be taking notes on your body language and tone in order to get a full picture of your responses. If you are unhappy with this please let me know.

If you are comfortable and ready, let's begin the interview.

Interview Questions

Introductory questions

How long have you taught at your current school?

What made you want to become a PE teacher?

Physical Education and HFW

1. How big a priority is PE within your school's curriculum?
2. Do you feel that PE adequately educates children on how to maintain a healthy lifestyle?

The value of PE in Schools

3. In your opinion why is PE valuable to learners?
4. How does PE differ to other subjects in terms of its educational value?

High Quality PE

5. How valuable do you believe High quality P.E is to learners?
6. How effectively do you feel that High quality P.E is implemented in your school?

Barriers to providing High Quality PE

7. What are the biggest barriers to delivering high quality PE to learners?
Probes- (institutional, teacher and student)

Gender discourse in PE

8. Do you feel that gender stereotyping in children affects their quality of physical education? If so in what ways?

9. To what extent do you believe that certain sports are perceived as 'male' or 'female' sports in school?
10. Do you feel that this creates inconsistencies in the delivery of P.E in U.K schools?