

**Cardiff School of Sport**  
**DISSERTATION ASSESSMENT PROFORMA:**  
 Empirical

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|                            | <b>Title and Abstract</b><br>Title to include: A concise indication of the research question/problem.<br>Abstract to include: A concise summary of the empirical study undertaken.   |                    |                                       |
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|                            | <b>Discussion and Conclusions :</b> To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings. |                    |                                       |
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**CARDIFF METROPOLITAN UNIVERSITY**

**Prifysgol Fetropolitan Caerdydd**

**CARDIFF SCHOOL OF SPORT**

**DEGREE OF BACHELOR OF SCIENCE**

**(HONOURS)**

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**TITLE**

**STUDENT'S PERCEPTION OF THEIR PE TEACHERS AS ROLE  
MODELS: A RETROSPECTIVE ACCOUNT.**

**Dissertation submitted under the discipline of**

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STUDENT'S PERCEPTION OF THEIR PE TEACHERS AS ROLE  
MODELS: A RETROSPECTIVE ACCOUNT.

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### **Table of abbreviations**

| Abbreviation | Definition                                   |
|--------------|--|
| PA           | Physical Activity                            |
| PE           | Physical Education                           |
| NCPE         | National Curriculum of Physical<br>Education |
| SCT          | Social cognitive theory                      |

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## ABSTRACT

Research has identified that parents and athletes are role models (Wann *et al.* 2001; Thornton & Bricheno, 2007). However, it has also been established that there is an insufficient research to indicate whether teachers and more specifically PE teachers are also considered in this way (Lunenberg *et al.*, 2007). The study aimed to observe whether former students' perceived their PE teacher as a role model: in a retrospective account. It further investigated whether the student's perceptions have changed since leaving school. Nine female's participants took part in the study; they were split into three sub-categories according to their activity levels of "High", "Moderate" and "Low". The research instrument involved semi-structured interviews regarding their PE experience and PE teacher. A combination of inductive and deductive content analysis was conducted in order to analyse the data. The results demonstrate that all nine participants significantly perceived their PE teachers as a role model. It was further observed that whilst students' perceptions have not changed since leaving school, several of the participants developed a more positive perception towards their PE teachers. The study also identified that appearance, personality/professionalism, and knowledge are important features in a PE Teachers repertoire to maximise their impact as a role model.

**Key- words:** Role models; PE teacher; Appearance, Personality, Professionalism, Knowledge, Perception.

# CHAPTER ONE

## INTRODUCTION

## 1.0 INTRODUCTION

Physical education (PE) is a subject taught by teachers as part of the primary and secondary school curriculum. It involves children learning and partaking in various types of activities such as games, sports, and dance (AFPE, Health position paper, 2008). During adolescence, PE has been identified as a positive environment for children to develop positive attitudes towards physical activities and sports. These attitudes may influence an individual's perception later in life, and potentially lead to a healthier adulthood. It is important to note that sustaining participation in physical activity is one of the key aims of the PE curricula (Fairclough, Stratton & Baldwin 2002; Green, Smith & Roberts 2005; NASPE, position paper, 2011). One of the main targets for teachers is to ensure that pupils understand the importance of PE and its influences in maintaining an active lifestyle (Murcia, Coll & Perez 2009). Despite these best intentions, it has been indicated that adolescence has the lowest levels of physical exercise in combination with the highest levels of obesity. As there is a direct correlation between low activity levels, obesity, and increased health risks, the need for engagement in physical education seems somewhat indispensable in order to improve the health of future generations (Johnson, Kubik & McMorris 2011). In response to this, PE teachers have the responsibility to not only encourage a positive approach towards physical activity, but to also maximise the levels of participation. This positive approach towards physical activity has led PE teachers to be recognised as role models (Payne, Reynolds, Brown & Fleming 2003).

Sport has been identified as a significant feature in people's day-to-day lives due to its exceptional media coverage and the availability of generalised sporting heroes. This exposure may influence athletes as role models (Wann, Melnick, Russell & Pease 2001). It is important to note that role models do not always display a positive behaviours and beliefs; they can also demonstrate negative ones. This applies to all roles models such as parents, teachers, and coaches; and does not just specify to athletes (Payne *et al.*, 2003). Despite this evidence, research identifies that positive role models can influence and develop individuals learning (Elzubeir & Rizk, 2001). It is further indicated that having an effective role model can develop individual's positive attitudes towards physical activity and exercise, which may lead to motivational increases (Payne, *et al.*, 2003).

To understand the key term of a role model, Giuliani, Speck, Bradley, Harrell and Belyea (2007), described “hero” as its meaning. The role modelling process is significant in order to develop certain behaviours to create positive role models. PE teachers themselves have identified that with their current leadership position they should automatically present positive models to their students (Whitley, Sage & Butcher 1988). Whilst it is well established that athletes are identified as role models, there is insufficient research to indicate whether teachers and more specifically PE teachers are also considered in this way (Lunenberg, Korthagen & Swennen 2007). Therefore, the lack of sufficient research surrounding this topic demonstrates the need for further investigation into how student’s perceive their PE teacher as a role model.

### **Aims and objectives**

The primary aim of the study is to observe whether former students’ perceived their PE teacher as a role model: in a retrospective account.

The two main objectives in the study are:

- 1) To discover whether student’s perceptions of their PE teachers have changed since leaving school.
- 2) to investigate if appearance, personality/professionalism and knowledge can impact a student’s perception of their PE teacher.

### **Hypothesis**

Hypothesis 1: Participants with current high to moderate activity levels will perceive their PE teacher as a role model.

Hypothesis 2: Participants who are categorised with low activity levels will not perceive their PE teachers a role model.

Hypothesis 3: Appearance, personality/professionalism, and knowledge will impact a student’s perception of their PE teacher as a role model.

## **Null Hypothesis**

Null hypothesis 1: Participants with current high to moderate activity levels will not perceive their PE teacher as a role model.

Null hypothesis 3: Appearance, personality/professionalism, and knowledge will not impact a student's perception of their PE teacher as a role model.

## CHAPTER TWO

### REVIEW OF LITERATURE

## 2.0 REVIEW OF LITERATURE

The aim of this chapter is review the literature that investigates relevant topics to the present study. The first section will critically review the concepts of a role model. The review will also define what a role models is, the types of people who can be deemed as role models, and the potential impact they might have on young people. The second and third section will discuss teachers and more specifically physical education (PE) teachers as role models. After which the following section will define and explain Bandura's (1977) social cognitive theory as this underpins the present research. The final three sections will illustrate the dominant themes that appear in the pertinent literature, and how these themes are important in influencing a student's perception of their PE teacher as a role model.

### 2.1 Role models

A role model is defined as someone who is looked up to, imitated and perceived as exemplary and worthy (Vescio, Crosswhite & Wilde, 2004). The process of emulation is achieved by replicating a model's performance through listening and observing (Kitsantas, Zimmerman & Cleary, 2000). However, problems may arise when children, who lack moral education (i.e. understanding right from wrong), are easily influenced by negative role models. This in turn may have a negative impact upon a child's behaviours and views (Jones, 2011). Despite this specified problem, every individual in their own right has a choice on whether they initially have a role model, and secondly whether they imitate the actions displayed by the role model.

Parents, peers, teachers, sporting heroes, and coaches amongst others have been specified as role models (Thornton & Bricheno, 2007). It should be noted that role models do however differ to mentors, as there has been somewhat confusion surrounding this topic and meaning the terms are often used interchangeably. A mentor is defined as a person that has an interactive relationship with an individual and provides educational support such as career advice (Higgins & Kram, 2001). This definition therefore differs from the previously aforementioned description of a role model. Additionally, role models primarily focus upon individual requirements and can therefore be observed from a distance; unlike that of a mentor.

In a 2007 investigation by Bricheno and Thornton, the authors indicated that children aged between 10-11 recognised parents as the most common role models. Additionally, Page (2002) identified that adolescent girls were more likely to name parents as their role models, whilst adolescent boys chose sporting heroes. However, it is important to note that researchers have indicated children up to the age of five, will predominately identify parents as role models because it is with whom they have most direct contact (Guest & Cox, 2009). It was further identified that young children have different role models to those during adolescence, indicating how role models might alter with age (Mazzerella, 2007). It can also be noted that individuals who select a role model, tend to choose an older and more experienced person (Gibson & Barron, 2003).

An individual who portrays positive attributes such as: professional skills, personal traits or behaviours are often perceived as a role model (Gibson & Barron, 2003). It is also suggested that individuals do not necessarily imitate role models with a celebrity status or profession, and whoever the individual selects as their model is merely a personal choice.

Further research also identifies that males predominantly select sportsmen, movie characters and actors as their role models; whereas females generally chose people in the music industry (Biskup & Pfister 1999). It is suggested that both boys and girls selected these types of role models due to their professional skills or behaviours. Additionally, elite athletes are often promoted as influential role models, and that the majority of children significantly value their elite athlete's ability. Such influences may be due to the media publicity that elite athletes receive (Guest & Cox, 2009; Coie, Dodge & Kupersmidt, 1991; Evans & Roberts, 1987). Giuliano *et al.* (2007) identified that men primarily focus on professional achievements of their athletic role model, whereas women prefer both personal character and professional achievements. It was also recognised that along with professional achievements, role models are similarly associated with a symbol of achievement. This could indicate a role model becoming an individual's hero or star (Carrington & Skelton, 2002).

Despite the abovementioned factors, it is well recognised that sporting heroes are perceived as role models. However, this has been deemed problematic due to insufficient evidence regarding the impact they have upon young people (Lines, 2001).

## 2.2 Teachers as role models

Research has identified that the majority of children will not choose teachers as their primary role model (Biskup & Pfister, 1999). Nevertheless, individuals may perceive teachers as an additional role model. Biskup and Pfister (1999) indicated that neither the primary school girls, nor the boys selected their main role model as a teacher. Boys predominantly chose sportsmen or actors, whereas the girls chose music stars. Bricheno and Thornton (2007) similarly found that when exploring the choice of role models in children aged 10-16, only 2.4% (low in the rankings) of children actually viewed their teachers as role models. However, the questions asked were generic and did not specify if teachers were perceived as a role model. In order to clarify this, the researchers could have specifically focused on children's perceptions of their teachers as role model. This will ascertain if teachers are in fact regarded as role models. Alternatively, if the children were given an additional choice to identify if teachers are role models, results may indicate a significant change. However, these perceptions may not be children's primary role model.

Glimer *et al.* (1996) discovered that with the exception of non-family members, the most frequent role model to be identified was teachers and coaches. The study suggests that as teachers are recognised as secondary role models, they are still required to positively influence a child's development and behaviour. Cruess *et al.* (2008) indicated that teachers are capable of altering their own performance as a role model by demonstrating both positive and negative behavioural traits. Blomquist (1986) suggests that behaviour is learnt through interacting with others and admiring role models. Consequently, family members and teachers both have the capabilities to influence a child's behaviour; whether that is positively or negatively. This is further supported by the social cognitive theory, which indicates that through modelling a teacher's behaviour can affect a child's actions (Bandura, 1986).

### 2.3 Physical education (PE) teachers as role models

PE is a subject where children learn and partake in physical activity by experiencing a wide range of sports and activities (AFPE Health position paper, 2008). PE teachers should educate children about PE by demonstrating a positive example to their students. For example, if a PE teacher demonstrates a physically fit and active lifestyle, then this may increase the children's motivation for physical activity (Rink *et al.*, 2010). Although parents are identified as more powerful role models than PE teachers, it has been observed that PE teachers withhold greater importance regarding a child's health and physical activity (Cardinal, 2001).

Research has suggested that PE teachers are not merely role models to students, but also to their colleagues and children's parents (Chodzko-Zajko *et al.*, 2008). This suggests that parents and colleagues may examine whether PE teachers are exemplifying a good model for their children or the department. It has been noted that PE teachers can help promote important features within a child's school life such as: health, fitness, wellbeing and the possibility of future careers. In addition, they can also have a critical impact on the child's development and future careers opportunities proceeding their school years (Spencer, 1998; Krumboltz, 1996).

Unlike athletes, teachers do not receive the same extent of media attention. Nevertheless, the majority of students perceive their PE teacher as a model of behaviour (Spencer, 1998). Melville and Maddalozzo (1988) examined whether student's agreed that PE teachers should exemplify positive aspects of a role model, and whether this was important. Students significantly agreed that firstly PE teachers should demonstrate positive attributes; and secondly, that role modelling was identified as being important.

It is noted that a PE teacher should demonstrate positive aspects of role modelling such as displaying a healthy and fit lifestyle (Drummond, McGuire & Bennet, 2002). Therefore, the aim of the present investigation is to observe students perceptions of their PE teacher as role models.

## 2.4 Social cognitive theory

The social cognitive theory (SCT) focuses on how individuals learn and experience alternative behaviours and new skills through modelling. It indicates that the learning process is dictated via observation of others (Bandura, 1997, Bandura, 1986). An individual's behaviour can be affected by the environment. For example, if a group of children are behaving badly there is a high possibility that a person who is also in that environment may also be influenced to act in a negative manner (Bandura 1977; Bandura 1986, Davies, 2006).

An individual, who observes and aspires to be like a person, can easily be influenced by the behaviours that their role model is presenting. Bandura's theory states that when children observe behaviour (e.g. on the television), they may remember it and use this behaviour when they deem it is appropriate. As a consequence, this exemplifies the importance for positive role modelling as any negative presentation may affect a child's actions and learning if imitated (Denier *et al.*, 2009).

The SCT underpins the notion that learning associates to the observations of role models (Bandura, 1997). Observing and learning behaviours through others will inspire children to replicate these actions displayed by the individuals. Therefore, PE teachers should attempt to demonstrate positive behaviours and personal attributes. Firstly, to ensure that children can copy a positive model, and secondly to develop and encourage children's learning in a positive manner. For example, if a PE teacher models a physical active lifestyle, it can exert positive influences onto the children (Cardinal, 2001; Melville & Maddalozzo, 1988).

## 2.5 Appearance

McCloy identified appearance as a potential factor in the mind set of pupils by stating “does he/she look the part” (1940, p.158). As how are students expected to listen to their teacher if he/she is overweight and demonstrating a poor physical condition. In response to this, Johnson (1985) reported that physical fitness should become a way of life.

Melville and Maddalozzo (1988) examined whether a PE teacher’s physical appearance can affect their ability to teach, and if students perceived a ‘fit’ and ‘overweight’ teacher differently. The results indicated that an overweight PE teacher was rated significantly lower when compared to a healthy and fit counterpart. The students’ perceived the overweight teacher a negative role model with regards to their appearance. Students also thought that a ‘fit’ PE teacher was more knowledgeable than an overweight teacher. Consequently, it is important to note that all students strongly believed that PE teachers should model appropriate fitness behaviours. As the study only investigated appearance and neglected any additional competencies such as knowledge or physical fitness, then this may suggest that students immediately judged an overweight PE teacher as a poorer role model. Melville and Cardinal (1997) identified that PE teachers can be perceived as a positive role model for different aspects that are equally as important as appearance.

Jenkins *et al.* (2005) analysed principles selections of PE teachers comparing each candidate’s physical appearance and grade point average (GPA). The results indicated that significantly overweight teachers were more likely to be disregarded in comparison to slightly overweight teachers. However, a slightly overweight teacher with an average GPA score was favoured over a good physically fit teacher with a below average GPA score. Furthermore, it was discovered that significantly overweight teachers with exceeding GPA scores were less favoured when compared to a physically fit teacher with an average GPA score. This study highlights the importance of appearance and how it can not only negatively impact a child’s perception, but also the teacher’s opportunity of employment.

Melville and Cardinal (1997) similarly investigated whether a PE teacher's appearance placed them at a disadvantage when looking for employment. The study examined the PE teacher's image and GPA scores. Results similarly indicate that 11.9% slightly overweight candidates compared to 45.8% significantly overweight candidates were most probable to be overlooked. Candidates with appropriate physical shape and average grades were preferred over slightly and significantly overweight teachers with above average grades. This supports the findings of Jenkins *et al.* (2005) and displays the importance of appropriate physical figure.

A critique of both studies indicates that other elements of employment, such as teaching experience, expertise and qualifications were disregarded and strictly examined through the PE teacher's appearance and GPA scores. Overall, the researchers have identified that significantly overweight teachers are at a disadvantage when compared to a good physically fit, or a slightly overweight teacher. In addition, GPA scores were disregarded in the employment process due to physical appearance.

However, a teacher's appearance and an insufficient level of fitness indicated no impairment within their job performance (Bischoff, Plowman & Lindenman, 1988). Therefore, why is physical appearance judged upon? Other aspects of good role modelling can replace appearance. As a consequence, the present study aims to observe student's perceptions of their PE teacher's appearance, and if appearance affected their perception. Furthermore, if an overweight teacher can affect a student's perception in a negative manner, and finally the importance of a PE teacher's image and its affects as a role model.

## 2.6 Personality and Professionalism

Schools and teachers should educate students' personal traits and characteristics by teaching them respect and responsibility (Lickona, 1990). As teachers interact with students, it is essential that they are a role model of good character. A good character can be demonstrated by making professional judgements and decisions based on both societal and moral virtues. Traits such as honesty and fairness are personal moral virtues that an individual possesses. These traits are morally valued and obey to the professional codes of conduct. It is important to note that teachers should attempt to help students learn right from wrong as they can significantly impact the life of young people, and therefore improve their moral education (Lumpkin, 2008).

Lumpkin (2008) conducted a survey in a high school regarding student's behaviours and its importance upon character and trust. 82% of the students admitted they lied to a parent, 62% lied to a teacher about something significant, 33% copied from the internet, 60% cheated during a test at school and 23% have stolen something from a parent or other relative. Further results found that 19% stole from a friend, 28% stole from a store and 27% of the students lied about answering one of the survey questions. On the contrast, 98% of the students claimed that being a person of good character was important, 98% of the students felt honesty and trust are essential in personal relationships. Further results claim that 97% of the students indicated that being trusted by others was important to them. Finally, 83% stated that it's not worth lying or cheating as it can have a negative effect on their character. Consequently, the survey demonstrates that students do and will lie. However, it highlights the importance that teachers need to demonstrate positive characters and virtues in order to teach children right from wrong. In summary, students would benefit from teachers who are honest, trusting, fair, respectful and responsible for their actions and can set a positive example.

Zalech (2011) conducted a study to explore the characteristics that are regarded significant in a PE teacher. The students were asked to select out of the following traits: fair, being a partner, benevolent, patient, calm, consistent, caring, understanding, trustworthy, friendly, a sense of humour, self-possessed or they

could add one feature of their own. The results indicated that the most preferred traits were: understanding (53.49%), fairness (47.31%), patience, and a sense of humour (39.25%). The reliability of this study was conducted upon a pilot study which led to a retest method completed within a week. However, 86 participants failed to complete the study due to the participants misunderstanding of the research process.

In addition to personality, professionalism is also an essential aspect of a PE teacher repertoire. Professionalism is defined as a permanent set of beliefs, attitudes and behaviours that must be learnt and personally constructed and reconstructed (Sherrill, 2006).

It was also identified that if a student recognises a specialised profession, for example teaching, that professionalism must be clearly taught, modelled, motivated, and mentored. Teachers can demonstrate professionalism through basic skills such as individual competencies, communication, ethical, and legal understanding (Stern, 2006). Workman (1985) also identifies those teachers who wear professional clothing, have proven to perceive greater interpretations of being intellectual and credible in class preparation.

Overall, certain PE teacher personality traits can influence a student's perceptions. A degree of professionalism is further required for PE teacher to display appropriate behaviours and to look professional. Therefore, the present study will aim to identify student's perceptions of their PE teacher's personality and how it influences them as an individual.

## 2.7 Knowledge

Subject knowledge is identified as an important factor in teaching all areas of physical activity in the national curriculum for physical education (NCPE). This subject knowledge permits students to develop confidence, and allows them to concisely apply themselves to the subject (Capel & Katene, 2000).

Martin (2002) examined children's perceptions of PE and their teacher. The study involved interviewing children aged between 7-8. Two of the questions that were asked are; "what makes a good teacher" and "What makes a bad teacher". The

results indicated that the joint but second highest factor of what makes a good teacher was indicated knowledge and being nice. The second question what makes a bad teacher, being mean or too strict were the most frequently mentioned. Within the study, children perceived knowledge as an important factor to order to make a good teacher. A limitation of this study indicated that due to the age of the participants, there were insufficient references about skill and knowledge. For example, the answers were based upon 'being nice' or 'too strict'. Whereas, if the study was examined on secondary school ages (11-15 years old) the participants may significantly respond differently due to a greater understanding of subject knowledge.

Additional research by Weinstein (2010) examined what motivates undergraduate college student to do well. The study indicated that the professor's knowledge and the motivational level had the greatest influence on student engagement. High school students who have the intention of going to college also stated they were enthusiastic about knowledgeable teachers. Furthermore, students who were also interested in attending college considered knowledgeable teachers an important factor to motivate them. Motivation is defined as the desire to learn, this may indicates why students desired the professor's subject knowledge. This may indicate a direct correlation of perceiving the professor as a role model. A key limitation in the study derived from the superficial answers provided by the students due to the poor structuring of the survey questions. Accordingly, the authors failed to establish any distinctive reasons to why the candidates experienced high-motivation due to their professor's subject knowledge.

With insufficient research to validate the importance of knowledge and the impact it has upon students is therefore limited. However, the study it will aim to discover if PE teachers apply and demonstrate their subject knowledge in school, and secondly whether students perceive knowledge as an important factor in teaching.

## 2.8 Rationale of this study

Multiply researchers have defined what a role model is and the different people who are perceived as role models (Biskup & Pfister, 1999; Page, 2002; Gibson & Barron, 2003; Thornton & Bricheno, 2007; Vescio *et al.*, 2004). Parents are identified the most common role models in children (Thornton & Bricheno, 2007). However, apart from non-family members, teachers and coaches are observed to withhold greater importance regarding a child's health and physical activity (Glimer *et al.*, 1996; Cardinal, 2002). Numerous researchers have conducted similar studies regarding children's role models with results indicating that teachers were either not mentioned at all, or appeared low in the rankings (Biskup & Pfister, 1999; Bricheno & Thornton, 2007).

With the insufficient research to examine student's perception of their teachers and more specifically PE teachers as role models is therefore limited. The need for further investigation surrounding this topic should be addressed. However, approaching this specific problem is to be identified. By conducting a qualitative research study, it will firstly achieve student's experiences within school. Secondly, whether students viewed their PE teacher as a role model, and whether theses perception changed since leaving school. Finally, to discover if appearance, personality/professionalism and knowledge can influence or affect students perceptions and the importance of each key theme in a PE teacher's repertoire.

In acquiring student's perceptions it can potential lead to identifying any significant problems experienced, but more important develop essential factors in young people. For example; health, participation levels, knowledge and future careers choices. These factors are identified important throughout and after leaving school.

Research has identified that the dropout rates in schools are significantly high, and proximately 70% of young people drop out of physical activity after leaving school. This issue has proven to cause obesity in people (Philipson, 2001). With this specified issue, gaining students perceptions of their PE experience and PE teacher may prevent such factors from occurring and develop the lives of young people's for the future. Furthermore, to develop future PE teachers in order to be recognised as positive role models.

## CHAPTER THREE

### METHODOLOGY

### 3.0 METHODOLOGY

The purpose of the methodology chapter is to provide a detailed description on how to conduct the study to be able to replicate it after reading the following section (Thomas, Nelson and Silverman 2005). This chapter is split into eight sub-sections, which will provide information on; experimental approach to problem, participants, trustworthiness, instruments, pilot study and its modifications, procedure, ethics, and data analysis.

#### 3.1 Experimental approach to problem

The research study was conducted in a qualitative research method; this involved nine voluntary female participants with an age range of 20-22 years old. A qualitative research approach as opposed to a quantitative method was utilised to allow the researcher to conduct semi structured interviews. This permitted deeper thoughts, feelings and experiences of each of the participants (Patton, 2002). A Dictaphone was employed to record all of the participant's interviews, this enabled the conversations to be transcribed verbatim and later used for analysis. The data was subject to a content analysis; this is where key themes were identified by a coding system that indicated similarities and differences for each participant's transcript. The results were then presented in a tabulated profile and data matrix.

#### 3.2 Participants

Nine ( $n=9$ ) female Cardiff Metropolitan university students voluntarily participated in the research study, university ethical approval and written informed consent was granted. The participants were identified through a convenience sampling method; this is where female participants were selected due to being convenient and accessible to the researcher (Castillo, 2009). The participants involved were without difficulty, accessible and practical due to currently studying at Cardiff Metropolitan. Therefore, contacting (direct or indirect) the participants was easily achieved and arrangements to meet was organised. The participants age ranged between 20-22 years old ( $m=20$ ).

The nine participants were split into one of three sub categories centred on their activity levels of "Low", "Moderate", and "High", These categories were defined on participant's frequency and intensity aerobic physical activity (PA) levels.

Strength training did not underpin these definitions; therefore it was assessed on the participant's response to their type of strength training. The frequency of each individual's activity levels were categorised as 0-3 times a week "Low", 3-5 times per week "Moderate" and 5-7 times per week "High". Additionally, the intensity of the activity levels are combined with duration and energy demands, such as heart rate. Research has provided key words to define the intensity of the activity levels.

Norton *et al.*, (2010) stated that "low activity levels" defined intensity as "no noticeable change in breathing", "you can sustain the activity for at least 60 minutes". The "moderate activity levels" was referred as "your breathing quickens, but not out of breath, can maintain a conversation uninterrupted". Finally "high activity levels" was defined as "breathing is deep and rapid", "develop a sweat after a few minutes of activity", "you cannot say more than a few words without pausing for breathe". The definitions of each sub-category were utilised in placing each participant into their physical activity category. In the interviews participants were questioned on their PA and its frequency and intensity. The participant's self-group their PA in the interviews; however the final decision relies on the researcher to group each participant, due to any confusion with the participants that may feel an activity is of low, moderate or high intensity.

### 3.3 Trustworthiness

The overall quality of a data collection in a study is often described as the term trustworthiness. Within this term four key components can be utilised in a qualitative research study, these are known as credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985),

Credibility is addressed by the issues of reliability and validity. Gratton and Jones (2010) referred validity as a method that measures what it's supposed to measure, and is it a valid method. On the other hand, reliability is focused on the consistency of the data findings (Gibbs, 2007). In an attempt to maximise its reliability, participants were provided their transcripts to ensure the interpretations of the researcher were in agreement with each participant. A limitation of the study indicates its retrospective information. The participants left school 4-5 years ago; they may have difficulty in remembering their PE teacher and their experiences. Therefore, prior to the data collection, interview guides were issued

one week prior to the interviews taking place. This ensured that participants gain time to recapitalise on their schooling experiences, thoughts and feelings prior to the interview to support its reliability.

The investigation increased the reliability with the utilisation of a Dictaphone; the audio tapings allowed the researcher to listen to the participant's interviews numerous times. This further warranted that all interviews were transcribed verbatim. Transferability is an additional component, is it is described as the potential of the results to be useful to those in other settings (Thomas *et al*, 2005). This is something that cannot be determined but opposed frequently as a recommendation. Dependability refers to how consistent the findings demonstrate to be (Anderson, 2004). In order to achieve this, the researcher will attempt to ask the same questions to all participants and maintain the same positive body language to decrease interview bias, thus increases the rate of dependability. The final concept underlying trustworthiness is confirmability; this requires that the results clearly demonstrate what is rooted within the data and that the researcher hasn't created anything unknown (Guba & Lincoln, 1989). The findings can be located in the transcripts of each of the participants.

### 3.4 Instruments

A qualitative research approach was employed through the utilisation of semi-structured interviews. Qualitative data can be collected in various ways; questionnaires for example can sample a large population. On the other hand, interviews allow an in-depth verbal discussion, achieving the participant's thoughts, attitudes and behaviours (Kendall, 2008). Semi- structured interviews allow the set of questions to be flexible in its sequence and further permitting the researcher to probe for more information (Gratton & Jones, 2010).

Implementing interviews in a qualitative study has numerous advantages, i.e. allowing participants to talk freely about their own experiences and explain their thoughts and feelings. Such interviews also allow unexpected data to emerge (Gratton & Jones, 2004). Nevertheless, the interviews also consist of various limitations. Firstly, interviewing can both be time and cost effective as it requires a lot more resources than questionnaires. Secondly, the quality of the data can further lead to limitations. The data is largely dependent on the participants; they

can easily misperceive the interviewee's question which can lead to incorrect responses (Gratton & Jones, 2004). Limitations may derive certain solutions, for example in investigation to avoid misperception of the participants, interview guides were issued prior to the data collection. This ensures participants had an adequate knowledge on the types of questions that will be asked. Therefore, participants' would have gained the time to recollect their experiences and respond accurately in the interviews to reduce any errors and problems.

### 3.5 Pilot study and its modification's

A pilot study is conducted prior to the main study, this is described as a preliminary procedure to test the methods utilised in the investigation (Gratton & Jones, 2010), for example placement of Dictaphone. The main aim of the pilot study allowed the researcher to practice the interview questions and examine whether they logically progress. Secondly, to ensure the questions are unambiguous and understandable for the participants. Finally, the researcher and participants are able to familiarise themselves in the environment of where the interviews will be conducted. The pilot study was carried out on three ( $n=3$ ) female participants with different levels of physical activity.

Throughout the pilot testing procedure, a few modifications were addressed. Initially, participants deemed several questions to be complicated by the wording. These questions were altered and simplified to ensure understanding of the participants and maximise the responses. An additional alteration identified is the interview duration; the interviews were not receiving sufficient information from the participants. To nullify this problem, a combination of probing questions and additional questions were involved to gain deeper and thoughtful responses. For instance the question "Can you describe and explain what a role model is?" was altered into three differentiating questions. These being; "Can you explain what a role model is?" "What would you look for in a role model?" "Who would you pick as your role model?" This benefits the researcher in order to gain detailed responses of the participants.

### 3.6 Procedure

University ethical approval was granted, which allowed the study to be conducted. The participants were emailed before verbally contacted to be invited to take part in the study. Subsequently, participants agreed to take part, the issue of informed consent forms (appendix a), and participation information sheet (appendix b) were provided to each participant to complete before the interview commenced. Without these forms completed by the participants, they were unable to take part in the study. All participants names are kept anonymous and replaced with pseudonyms, the researcher only can identify the participants. This information is kept in a secure file and once the study is completed, all information is destroyed (Lacey & Luff, 2001).

The data collection is centred on retrospective information of the participants, therefore to ensure the results achieve sufficient and effective information from the participant's, an interview guide, (appendix c) was provided to all participants prior to the testing. This allowed the participant's time to reflect on the questions being asked. The conversational interview itself lasted between 15-20 minutes roughly, depending on the participant. Prior to the interviews, a brief introduction was provided. Subsequently at the end of the interviews a summary was provided, this was completed without recording. Overall, the researcher required roughly 30 minutes of the participant's time to complete the test. The interviews were recorded by a Dictaphone as an alternative to making notes. This permitted the researcher to complete proceeding of each interview (Dawson, 2009) and later transcribed to a type of software (appendix d). Throughout the process of analysis, key themes that emerge from the data were highlighted in order to present the results and easily accessed when discussing the findings.

### 3.7 Ethics

Ethical consent or the study was granted in June 2012 from the Cardiff Metropolitan Research Ethic Committee. The participants involved in the study were all over the age of 18. Therefore, there were no ethical issues to address, for example dealing with vulnerable participants (Patton, 2002). Despite this, informed consent forms were issued to each individual, and that no participant

should be involved in any research without this form and having the opportunity of refusing to take part (Flick, 2007). Informed consent is an agreement in which participants take part in a study with knowledgeable understanding of what participation encounters, regarding its harms and benefits (Parahoo, 2006). Further to ensure that all participants' rights of self-determination are maintained throughout the study and having the rights to refuse to take part or withdrawn at any time (Cohen, Manion and Morrison 2007). In addition to the consent forms, participation information sheets were provided to each individual. The information sheet provided the aims of the research project, the role of the participants, why the participants are being asked, the benefits, the risks and rights of taking part and finally confidentiality of each individual. Prior to the interviews commencing both informed consent and participants consent forms were addressed and signed by the participants.

### 3.8 Data Analysis

Following the data collection, the process involved all interviews to be transcribed verbatim. The researcher read and re-read each individual script to identify and highlight themes that emerged in the data. The data was analysed via a process called content analysis. This method has been described as a systematic and replicable process, where valid inferences of text are transferred into categories and then applied its coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; & Weber, 1990). Texts are referred to as written communication within the data that other people can read, interpret and understand its findings (Krippendorp, 2004). In order to apply this process a combination of inductive and deductive content analysis was utilised.

Inductive content analysis is defined as analysing messages, whether it being written, verbal or visual communication (Cole 1988). It also requires new data to develop a different theory (Lauri & Kyngas 2005). Kyngas and vanhanen (1999) identified that deductive content analysis is based upon testing existing knowledge and theory. In this present investigation, the inductive content is formulated by the framework of new questions which constructs the semi-structured interviews. The deductive content analysis has deduced themes from the review of literature,

which structures questions upon the existing research. The final part of the inductive process involves analysing the data and investigating the participant's results from the responses.

During the process of content analysis, coding was introduced such as words or abbreviations, thus permitted similar meanings to be coded together and the researcher is able to glance at its meaning (Cohen *et al*, 2007). These codes were highlighted in different colours during the analysis, i.e. anything associated with "work" was highlight in blue. Gibbs (2007) identified that coding provides an organised structured system. From identifying codes, the researcher can categorise the participant's responses with each coding. These codes and categories are represented in a tabulated participant profile and a data matrix. A tabulated profile provides a short story of the participant's results. Whereas, a matrix is presented to visually illustrate the findings in a structured format; the results have been condensed to indicate the different codes from the participants (Karlen, 2009). Throughout the analysis, all participants' anonymity was replaced with pseudonyms to maintain confidentiality.

# CHAPTER FOUR

## RESULTS

#### 4.0 RESULTS

Once the interview were analysed, key words and themes were identified. These key words and themes were presented in a tabulated profile and data matrix. These data analysis protocols are effective in clearly displaying each participant's responses. The tabulated profile provides the reader with a short story of all nine participants. Whereas, the data matrix displays the key themes that emerged and presents key words for the reader to identify any similarities and differences. The raw data for the key themes identified in table twos data matrix has been issued in appendix E.

The main aim of the study was to observe whether students perceived their PE teachers as role models. The results of the present investigation indicated that all nine participants significantly perceived their PE teachers as a role model. Therefore, this report supports the original hypothesis (1) that students in categories high to moderate activity levels would perceive their PE teachers as role models. Similarly, hypothesis (2) indicated that students categorised in the low activity levels may not perceive their PE teacher as a role model. This hypothesis was incorrect as the results indicated that all the students in the low activity category to also perceive their PE teacher as role models. In addition, it was also observed that whilst students' perceptions have not changed since leaving school, several of the participants have developed a more positive perception towards their PE teachers. Further results also identified the importance of three key themes within in a PE Teachers repertoire to maximise their impact as a role model. These themes were: appearance, personality/professionalism and knowledge. The first and third hypothesis in the study can therefore be accepted, whereas the second hypothesis was rejected. Consequently, the null hypothesis can also be rejected. The following chapter will discuss the findings.

Table 1: Illustrates the participants descriptive accounts during the interviews, these perceptions will be used to answer the research question.

| <b>Name</b> | <b>Activity Category</b> | <b>What do you look for in a role model?</b>   | <b>Was your PE teacher at school a role model?</b>                      | <b>Has this perception changed?</b>   | <b>What would you change about your teacher?</b>                            | <b>What could your teacher done to ensure he/she was a better role model?</b>     |
|-------------|--------------------------|--|---|---|---|---|
| Jessica     | High                     | Good image knowledge<br>Professionalism.       | Yes – Time/ effort to help.<br>Enthusiastic, Happy,<br>Professionalism. | No – Good role model.<br>Influential.   | Increase knowledge.   | Enthusiasm, which increases motivation.   |
| Sarah       | High                     | Honesty, Passion for sport.                    | Yes- encouragement,<br>passion to teach.                                | No – Positive & bubbly<br>Encouraging.  | Quite strict, a balance of<br>strict/fun.                                   | Other teachers: enjoy<br>teaching & participate.                                  |
| Lisa        | High                     | Good physical shape<br>knowledgeable.          | Yes some- respect, good<br>athletes.                                    | Yes- a positive way,<br>Understanding why now.  | Nothing, they were good.  | Balance of strict/fun.  |
| Becky       | Moderate                 | Enthusiasm, Approachable.                      | Yes- Understanding, Helpful.  | Yes- a positive way,<br>Understand why now.   | Balance of strict/fun.  | Way they express<br>themselves, e.g. Shouting.                                    |
| Ellie       | Moderate                 | Look up to someone, good<br>rapport & honesty. | Yes – Influential.  | No- but improvement<br>could be made.   | Motivation and enthusiasm<br>to teach.                                      | Inclusion.  |
| Holly       | Moderate                 | Look up to someone specific                    | Yes- good attitude,<br>emulation.                                       | No, positive experience,<br>good role model,<br>friendly.   | Delivery style,<br>Motivating, be positive.                                 | Increased motivation and<br>positive approach to learning.                        |
| Steph       | Low                      | Good personality, driven.                      | Yes- role model,<br>understanding.                                      | No - would like to see<br>her again.  | Be fair, she had favourites.  | Be fair, more disciplined<br>towards participation.                               |
| Hannah      | Low                      | Similar career path.                           | Yes- knowledgeable, good<br>personality.                                | No still the same,<br>positive thoughts and<br>memories.  | Be equal to all students, she<br>had favourites.                            | Nothing a good role model for<br>all.   |
| Alice       | Low                      | Good career, focused.                          | Yes- admired her career.<br>Motivated and believed in<br>me.            | No, still communicate to<br>this day. Other teachers<br>maybe more or little<br>respect for them. | Nothing she was brilliant,<br>increase knowledge to<br>make it challenging. | Other teachers to increase<br>their enthusiasm, preparation,<br>passion to teach. |

Table 2: Represents the key themes that have emerged from the participants responses in the interviews, which have been identified in table 1.

| Name                   | Appearance  |  | Personality/ Professionalism  |  | Knowledge   |  |
|------------------------|---|--|---|--|---|--|
|                        | What did he/she look like?  | What are your thoughts of PE teacher's image?                                  | Personality traits? Did they influence you?                                   | What would you develop/ change?                                      | How was your teacher knowledgeable?   | What would you develop/ change?                  |
| Jessica<br>(High PA)   | Slim (800m runner)<br>Fit, healthy.<br>Looked the part.                 | Correct Kit – Professional<br>Look fit & healthy, role model.                  | Happy, smiley, active,<br>helpful, enthusiastic<br>Yes- influential.          | Increase enthusiasm –<br>increases motivation.                       | Background of most sports,<br>theory- learnt a lot.                               | Increase<br>knowledge of<br>broad sports.        |
| Sarah<br>(High PA)     | Good physique<br>(slim) Sporty,<br>looked the part.                     | Play at least one sport,<br>Fit. Knowledge can overlook<br>image,              | Bubbly, Helpful,<br>encouraging, nice, Moral<br>virtues. Yes- influential.    | Balance of being<br>strict/fun.                                      | Wide range of sports, theory<br>(good grade), played sport,                       | Knowledge can<br>oversee image.                  |
| Lisa<br>(High PA)      | Fit, good shape,<br>Muscular, looked<br>the part.                       | Correct kit, Practice what you<br>preach (can't be overweight)                 | Enthusiastic & laidback<br>entertaining, encouraging<br>Yes- influential.     | Balance of strict/fun,<br>encourage participation.                   | Theory – (Good grade) wide<br>range of sports –rules.<br>Answer questions.        | -  |
| Becky<br>(Moderate PA) | Fit, sporty, Correct<br>kit, professional.<br>Looked the part.          | Fit, demonstrate correct image.  | Friendly, approachable,<br>lenient, enthusiastic, Yes-<br>influential.        | Focused –gets distracted<br>Balance of strict/fun.                   | Male -Wide range of sports,<br>theory. High level of sport.<br>Qualifications.    | Female teacher-<br>range of sports.              |
| Ellie<br>(Moderate PA) | Skinny, muscular,<br>professional- kit.<br>Looked the part.             | Presentable image, motivate,<br>role model health/fitness.                     | Good rapport, bubbly,<br>happy, motivated,<br>honest. Yes- influential.       | Increased levels of<br>motivation.                                   | Male – theory, female- wide<br>range, demonstrations.                             | Female- theory                                   |
| Holly<br>(Moderate PA) | Hockey player<br>(stocky, not fat).<br>Correct kit, looked<br>the part. | Average size. Professional. Role<br>model health/fitness.                      | Motivating, fun, bubbly,<br>enthusiastic. Good<br>attitude. Yes- influential. | Increased levels of<br>motivation. Positive<br>approach to learning. | Played sport,<br>demonstrations, wide range<br>of sport.                          | Delivery style,<br>link theory into<br>practice. |
| Steph<br>(Low PA)      | Professional.<br>Looked the part.                                       | Role model –sporty image.  | Good rapport, fun,<br>disciplined, friendly,<br>enthusiastic. Influential     | More enthusiasm in<br>theory. Equality- no<br>favourites.            | Played sport,<br>demonstrations, new skills.                                      | Theory – more<br>fun.                            |
| Hannah<br>(Low PA)     | Professional,<br>correct kit, Slim.<br>Looked the part.                 | Professional, correct kit, image<br>for a PE teacher.                          | Friendly, approachable,<br>fun, enthusiastic, Yes-<br>influential.            | Equality- no favourites.   | Played sport, wide range of<br>sport, theory (learnt a lot).<br>Teaching methods. | -  |
| Alice<br>(Low PA)      | Professional,<br>Sporty, looked the<br>part.                            | Knowledge can overlook image,<br>looking the part helps -first<br>impressions. | Good balance of<br>strict/fun, friendly,<br>professional, influential.        | Be strict on participation.<br>Enthusiasm, prepared,<br>passion.     | Demonstrations, Planning<br>and structure,  | Knowledge can<br>oversee image.                  |

# CHAPTER FIVE

## DISCUSSION

## 5.0 DISCUSSION

The findings presented in both tables located in results section, will now be critically discussed with the support of pertinent literature and quotations from the participant's.

### 5.1 Student's perceptions of their PE teachers as role models

The hypothesis (1) indicated that participants who were categorised with high and moderate activity levels to perceive their PE teacher a role model. Whereas, participants categorised in the low activity level, may not perceive their PE teacher as a role model. Whilst it has been identified that parents are often recognised as the primary role models for children, recent literature has indicated that teachers are the most second important (Bricheno & Thornton ,2007; Glimmer *et al.*,1996). Given this recognition, it is important that teachers demonstrate positive and appropriate behaviours to children as these may be imitated (Thomas, 2013). Supporting this, the results indicate that all participants in all categories perceived their PE teachers a role model. During the interviews, two of the participant's express their opinions on how their PE teacher influenced them in a positive way:

*Ellie: "I'd say yeah because she obviously influenced me to want to teach PE now".*

*Holly: "She had the right attitude and at the time I wanted to be a PE teacher, so obviously everything she said and done you know I took it on board cause I wanted to be a PE teacher in the future".*

The participants could have indicated these perceptions as they were involved in a positive PE experience during school. Therefore, if a participant had a negative PE experience their perception may have differed. Nevertheless, it is well recognised that PE teachers can influence a student's desire to pursue a career in teaching just like their PE teacher. However, other participants were influenced for other aspects such as enthusiasm, respect, passion to teach, good athletes and professionalism. Overall, the students all perceived their PE teacher as a role model and therefore the aim of the study was successfully achieved.

### 5.1.2 Have Students perceptions changed of their PE teacher

One of the main limitations in the study is that the information is acquired through retrospective account. Therefore, it was important to discover if participant's perceptions had changed since leaving school. The results indicated that all of the participant's perceptions did not change when looking back. However, two out of the nine participants' experienced a more positive change in their perception:

*Lisa: "I think it might have changed slightly but in more of a positive way cause now like, for example when I look back and see if my PE teacher being hard on me, I understand now that it's because they were pushing me cause they knew I could achieve more".*

*Becky: "Well when you're at school you kind of don't want to listen to the teacher sometimes and they can get on your nerves because sometimes when they're getting angry at you to do something, you see them in a different light. Whereas, when you look back and you understand what they were doing you learn what they were trying to teach you, it gives you a different perspective on what they were trying to do".*

The girls identify that they experienced a positive change in their perception, namely due to their maturation and a developed understanding of the roles of a teacher. The results indicated that the participant's perceptions resemble one another by stating their view did not change. However, it is important to note that the participant's perceptions either stayed the same or had developed in a positive way. This may suggest that their teachers had a positive effect on them throughout PE and their experience.

It is also evident that certain aspects of PE teachers could have been improved to ensure he/she was a better role model. For example participants suggested that an increase in enthusiasm and motivation may have aided their modelling (see table 1 above).

## 5.2 Identification of key themes

The identification of the three key themes distinguished within the review of literature and then emerged from the participant's response in the results. From this, appearance, personality/professionalism and knowledge were discovered as the most frequently mentioned themes. For example, one of the questions allowed the participants to explain what they look for in a role model; Jessica and Lisa express their response:

*Jessica: "Um good image, umm a good knowledge of what they're trying to talk about, set a good example, be professional".*

*Lisa: "Um, someone who is like of good physical shape so obviously keeps themselves in shape, someone who's knowledgeable of sport and stuff and understands".*

When analysing the participant's responses from the above question, it is clear that the main themes were mentioned. It was also recognised that the majority of the participant's appeared to mention at least one out of the three themes to this question in the results. The following three themes were examined in the participant's interviews and the findings are discussed below.

## 5.3 Appearance in relation to its findings

Appearance has been identified as one of the main themes within this study. The research questions were generated to discover participant's perceptions of their PE teacher's appearance. Additionally, to further discover participant's thoughts of a PE teacher's image and whether their perception would change if they had an overweight PE teacher. Thomson (1996) explained that a PE teacher's somatotype and composition defines ones appearance. Thus, one's appearance can affect the way students perceive and react to their teacher. The results highlight that all of the participants indicated that their PE teacher's appearance was slim or of good shape, muscular and professional:

*Ellie: "Um a sports person (laughs) like skinny she looked the part, she had all the kit on, she played herself... tall ish but like average height, um skinny, muscular."*

The following question asked whether their PE teacher looked presentable. Unanimously, all of the participants responded with “Yeah definitely or yeah”. Following these responses, the participants were questioned on their thoughts of a PE teacher’s image and whether an overweight PE teacher would affect their perception. The majority of participant’s responses regarding their PE teacher’s image indicated similar perceptions; Jessica and Hannah explain their views:

*Jessica: “Um, I think it’s important because if there not, if they don’t look like their fit then it could affect like, don’t know how you think you should look as a role model... i think also like cause they wore obviously always wore the correct kit looked professional, this helped like make them seem as a good role model to like the school, obviously helped you as a person like wanna wear the correct kit and look professional as well”.*

*Hannah: “ Their image is very important because if there not professional and they don’t wear the appropriate kit then the pupils think they don’t have to wear it as well, and an overweight teacher is not meaning to be harsh but it doesn’t portray the right image for a physical education teacher”.*

The participants may have indicated that body image and appearance was important, girls in general may feel more conscious of their body image in comparison to boys. Croll (2005) discovered that 66% of females were unhappy with their appearance, in contrast to 21% of males. However, the participants highlight the importance of their PE teacher image, by stating that PE teachers should model the correct image; that being, slim or athletically built, and wearing the correct kit.

Pertinent literature supports these findings by stating that as PE teachers their professionalism and responsibility to demonstrate active and fit lifestyles and display positive behaviours is an important factor. In doing so, they should also set the correct example to other by being physically fit and help develop students understanding of health and fitness (NASPE, 1999). Further research has also concluded that a PE teacher’s physical appearance can cause students attitudes to respond in a negative way to their teacher (Melville & Maddalozzo, 1988).

From this, participants were asked whether an overweight PE teacher would affect their perception. Again, the majority of the responses indicated it would affect their perception as participant's feel it's the wrong image to present:

*Lisa "I think it would because if you have a PE teacher who's overweight and their teaching you about the importance of physical activity, a lot of kids would turn around and think why you teaching me about the importance of physical activity when it's clear that you don't see it as that important as you have let yourself get overweight".*

*Jessica: "I think it would it's not the it's not the correct like look as a PE teacher, you want them to look fit and healthy and obviously have a good diet otherwise you're not going to listen to things their trying to preach.*

Consequently, the participant's perceptions can therefore support the findings of Melville and Maddalozzo (1988), for the reason that the participants perceptions changed immediately.

Previous research within the literature has discovered that an overweight PE teacher was rated significantly lower when compared to a fit teacher (Melville & Maddalozzo, 1988). The results in the study indicated that the majority of participants firstly felt that appearance was important, and secondly that an overweight teacher would affect their perception of them. Additional research also supports this by stating that 97.1% of current PE teachers significantly agreed that demonstrating a healthy weight would represent PE teachers as positive role models (Greenleaf & Weiller, 2005). Participant Becky further expresses her views of a PE teacher image:

*Becky: "I think that to give a child a good perspective on sport the PE teacher should be quite physically fit as well, otherwise their just demonstrating the wrong image to the kids.*

Dean Blair, Adams and Corneau, (2005) suggests that if a PE teacher is displaying a physically fit appearance, students will be more inclined to listen and accept the information and advice from their teacher. It was also supported that if a PE teacher does not model the correct image of physical appearance, students may find it difficult to value their teacher's knowledge, as they do not present the

correct model. The work of Dean *et al.* (2005) supports Jessica aforementioned perception about listening to the PE teacher. Participant Ellie also expresses her views on this:

*Ellie: "I'm not going to listen to a fat PE teacher am i? Yeah it's like a nutrition person if they're telling you to go on a diet and their fat themselves, it's not going to look great is it, so if you got a PE teacher that's not interested and doesn't want to be there, how are they meant to motivate you to want to be there".*

The results may have indicated that the girls perceived their PE teacher more knowledgeable when portraying the correct image, and therefore willing to listen and learn from a positive model.

The results indicate a significant similarity between the participants and previous research. However, two of the participant's indicated a contention regarding their thoughts of a PE teacher's image. Sarah and Alice felt that if their teachers had the knowledge and could demonstrate it, their appearance wouldn't matter:

*Sarah: "Um, it depends how much they knew themselves, like if they still taught well and could teach a lot of good skills then that would be fine".*

*Alice: "I think it's with everyone like with PE teachers if they look professional and they know what they're doing and look like their ready and prepared for a lesson and like you said look the part then that's all that matter really, and if they were exactly the same knowledge, it wouldn't bother me what they look like".*

Research identified that a good PE teacher can be perceived a role model for different aspects other than appearance, which are equally as important (Melville & Cardinal, 1997). Due to the lack of research to overcome the issue that students perceive appearance to be inferior to knowledge, it therefore revolves around ones opinion. However, Jenkins *et al.* (2005) conducted a study to examine principles selections of PE teachers. It was indicated that significantly overweight teacher were eliminated over slightly overweight teachers. Furthermore, teachers that were of good physical shape, and who had average grade point average (GPA) scores were preferred in comparison to significantly overweight, with above

average GPA scores. Therefore, research suggests that appearance was perceived an important factor in hiring PE teachers, in addition to student's perceptions of their PE teacher. Although, knowledge is also an important factor, average grades were preferred over above average grades as their appearance was perceived more important.

Despite Sarah and Alice disagreeing, they also perceive that modelling the correct image or being fit demonstrates teachers to portray a good image:

*Alice: Um, if they didn't look the part but still were very knowledgeable and knew what they were talking about and were quite strict and had structure lesson then I think people would still respect them, but it does help if they look the part straight away your first impression is that they are a good teacher".*

*Sarah "um, I think they should be, i think they should be doing at least one sport and should be quite fit".*

Overall, participants perceive appearance an important factor in their PE teachers, and having an overweight teacher can change their perception of their teacher in a negative way.

#### 5.4 Personality/professionalism in relation to its findings

Jones (2005) states that a PE teacher's character; values and personality are crucial factors in their repertoire, specifically in moral education when regarding the children they teach. It was also recognised that who they are, is equally as important as to what they do. Within the study participants expressed their perceptions of their PE teacher's personality and professionalism and whether their personality influenced them. The results indicated that the top five personality traits to be identified were; enthusiasm, friendly, fun, moral virtues, and approachability. Becky and Hannah illustrate these views:

*Becky- "Quite friendly like they ... always the teachers that everyone could approach or have a laugh with so".*

*Hannah – “Really good, she had such a friendly and like approachable personality and everyone got on with her she had a good bond with all of her students”.*

Additional character traits such as; bubbly, laidback, happy, helpful, self-motivation, and professionalism were also indicated within the results. The participants responded with various traits, the vast majority indicated similar qualities such as enthusiasm. However, it should be noted that there was no significant difference between any of the participant’s responses regarding their PE teacher’s personality.

Previous research has discovered that understanding, fairness, patience and sense of humour were identified as the favoured traits in the study (Zalech, 2011). In contrast to this, understanding and patience were not mentioned by any of the participants. Nevertheless, the results may have differed due to the varied methodology techniques used between Zalech’s research and this current study. Zalech (2011) conducted questionnaires with selected choices, whereas this current study allowed participants to talk freely without any traits to select.

The results also identified whether participants were influenced by their PE teacher’s personality and their reasons behind this. A key finding indicated that all of the participants felt that their PE teacher personality influenced them; however their reasons regarding this influence varied amongst each individual. Jessica and Steph explain their perceptions:

*Jessica – “Yeah cause obviously they were like quite a good role model for me, sort of like inspired me to be like that and cause they liked me they tend to like spend a quite a lot of time like helping me taking to me so”.*

*Steph – “Yeah I mean she was obviously driven by gymnastics and so was I so we kind of had a mutual understanding of gymnastics and stuff and she wanted me to push myself and stuff so I didn’t mind to much cause she’d been in the position and it wasn’t like she was talking rubbish cause she knew what she was doing and stuff so”.*

The girls expressed their perceptions of their PE teacher's influence upon their personality by indicating reasons such as; driven, good role model, helpful, knowledgeable. Additional influential factors included; passions to teach, push to succeed and can relax when taught by a nice teacher. By contrast, one participant felt that depending on her teacher and their personality, it would influence the individual whether to participate to her full potential. Research has stated that regularly students remember their teachers for their personality rather than what they taught in the lesson (Carr, 2007). Supporting this, Jessica expresses her memories:

*Jessica – “ Looking back, I still think I remember that teacher as being a good teacher, just because I remember how much of a role model they were for me back then.... I remember them being more influential as teachers I have now just because they took more time in school to focus on each person”.*

The results may have illustrated these influences because participants had a positive PE experience and had a mutual understanding of their passion for sport.

Overall, the findings indicate that the majority of the participants' experienced similar positive traits in their PE teachers' personality. These perceptions may have derived from participants who experienced a positive PE environment and a mutual understanding with their PE teacher.

Subsequently, participants were asked if there was anything they would change in their PE teacher or anything they could have done to ensure he/she was a better role model. Results indicated that factors such as enthusiasm, motivation, moral virtues and a balance of being fun and strict were identified as the most frequently mentioned. Participants Jessica and Becky explain their perception:

*Jessica- “I think just again being enthusiastic, I think the main thing about being a role model to be enthusiastic to make you more motivated in school...I think a good role model like increases motivation”.*

*Becky- "I say that some of the teachers might not have got the balance right between being strict and fun at the same time, like if you're being too strict it can put students off. Whereas, you need to have fun, but have an authority to the person there as well".*

Additionally, a few participants felt strongly of their teachers moral virtues by expressing that:

*Steph – "She was more favourable like I said even though she helped like people who wasn't as good as everyone else she did kind of favour people who were a bit more advance in PE... she could have been a bit fair to everyone else".*

*Sarah- "She was always motivational, encouraging, enthusiastic and honest with everyone so she would tell everyone what was wrong and what was right".*

Previous research supports participants by indicating that teachers can be role models of good character, by making professional judgements and decisions based on both societal and moral virtues. It was also suggested that as teachers have an influential role within the lives of young people, they should teach students right and wrong (Lumpkin, 2008). This could be implemented in a PE lesson by encouraging and promoting good behaviour and discouraging bad behaviour (Jones, 2005).

Overall, participants have highlighted a variety of personality traits that they perceive within in their PE teacher and the influence of certain qualities. It is also important to note, that teachers should attempt to develop young children's' moral education by demonstrating right and wrong and equality.

### 5.5 Knowledge in relation to its findings

Research has previously identified that subject knowledge is an important factor within teaching the NCPE (Capel & Katene, 2000). Knowledge has been identified as one of three key themes to investigate. The results indicate that the majority of the participants PE teachers demonstrated their knowledge by having a wide range of different sports, theory lessons, demonstrations in lessons and playing

sport themselves. Other factors such as; teaching methods, planning and structure, qualifications and achieving a good grade were also mentioned in the results. Jessica and Sarah express their views of their PE teacher's knowledge:

*Jessica – “Obviously the background they had quite a lot of knowledge so they were able to pass this on to me in practical side and theory side... I learnt through the theory side which obviously enabled me to get the grade that u did... they also had like a wide like knowledge on all the sports it wasn't just like one particular sport which some teacher can tend to have.*

*Sarah – “They knew and played sports themselves so it made them more knowledgeable on their sports and obviously they knew a lot about other sports as well... In theory lessons I got a good grade at the end so it showed that obviously taught me well”.*

It was recognised that good PE teachers are those who are knowledgeable, confident, and experienced in teaching a variety of activities (Ofsted, 2001). This supports the findings from the participants, the majority mentioned that their PE teacher had a wide range of most sports. It was also suggested that student's achievements can significantly be influenced by the teacher's subject knowledge (Metzler & Woessmann, 2010). This could resemble the findings of where the participant's identified they achieved a good grade in school.

Weinstein (2010) investigated undergraduate students to identify what motivates them. He discovered that their professor's knowledge and motivational levels had the biggest impact on the students, and that knowledge was perceived an important factor to motivate people. Further research by Martin (2002) identified in a previous study that children aged 7-8, also perceived knowledge an important factor within a good teacher. The few participants identified their reason to why knowledge is important, Alice and Jessica stated that:

*Alice – Because if they're not knowledgeable I think, if someone knows what they're talking about and is confident in lesson plans and in theory or practical or whatever, if their knowledgeable you can tell automatically you have more respect from them.*

*Jessica – Yeah definitely I think it would definitely affect my knowledge if they didn't have such like a good background and like they didn't know as much.*

The results may have demonstrated that knowledge was perceived an important aspect of a PE teacher. Participants' attend school to be educated, if their teacher is inadequate to teach, this could disrupt their education which potentially could affect their knowledge.

A key limitation identified here is that only four of the participants indicated their perceptions of the importance of a knowledgeable teacher. The remainder of the participant's perceptions were not observed due to inadequate questioning. Their perceptions may have differed to the minority by subsequently indicating that they did not believe that knowledge was an important factor. However, this contention would conflict the pertinent literature that supports knowledge as being an essential component of a teachers repertoire.

Subsequently, participants were asked what their PE teacher could do ensure he/she was a better role model or to improve as a teacher. The results identified that their theory lesson could have been improved through its delivery technique. This could be achieved by linking theory into practice. Additionally, teachers could expand their knowledge of more sports to increase their knowledge and also students. Jessica and Holly express these improvements:

*Jessica- Potentially just having even more like knowledge of more sports even though they did know quite a lot, I think that's important for teachers to literally have really broad knowledge of every single sport.*

*Holly- If I could change anything about them I'd change um maybe the delivery style obviously cause I said theory was boring I would change the way they taught that and maybe mix them both up, so maybe done a practical session but brought theory into it at the same time.*

In conclusion, the participants indicate that knowledge was a crucial requirement for a PE teacher. Additionally, PE teachers portray their knowledge to students through varying types of methods such as a wide range of sports and theory lessons.

Research further supports the results by indicating that knowledge is an important factor in teaching and the development of young people. It was also identified that teachers could improve their knowledge during theory sessions and further increases their knowledge in a range of sports.

## CHAPTER SIX

## CONCLUSION

## 6.1 Concluding remarks

The primary focus of the current retrospective investigation was to observe students' perceptions of their PE teachers as a role model. Particular attention was applied towards the difference in students' perceptions of their PE teacher since leaving school, and how the teacher's appearance, personality/professionalism, and knowledge affected these perceptions.

The observed results from the present investigation successfully demonstrated that all participants perceived their PE teacher as a role model. Furthermore, the findings indicated that two of the participants experienced a more positive perception towards their PE teacher since leaving school. Having said this, it is important to note that whilst two of the participants developed a positive change in their perception towards their PE teacher, there was no negative alteration in the remaining participants' views. The study further identified that appearance, personality/professionalism, and knowledge would impact their perceptions if teachers portrayed the incorrect image, displayed a negative personality, a lack of professionalism, and a deficiency of knowledge. Consequently, if PE teachers were to lack any of the aforementioned characteristics, it would create students' to experience a negative perception. Therefore, it is important to note that these themes are recognised as crucial components for a PE teacher to avoid if they wish to be perceived as a role model.

## 6.2 Implications of the Study and Recommendations for practice

The findings indicated that students perceived their PE teachers as role models. It is important that they are aware of their influential status. Although teachers are essential for the practical and academic development of children, they also represent a role model status to their pupils. Their displayed behaviours, actions, and skills can be learnt and replicated by children. Bandura's social cognitive theory (1986) has supported this current study by identifying that learning is dictated via observations of others, this also associates with the observations of role models. This suggests that teachers should not only be aware of their status as a role model, but also should attempt to set a positive example to their students.

Additionally, the results also identified that a PE teacher's appearance, personality/professionalism, and knowledge can positively influence students' perceptions in several ways. However, equally negative influences can also occur when these characteristics are not set in a manner by the teacher.

### 6.3 Limitations and Future Research Recommendations

One of the key limitations of the study is its retrospective design, meaning the reliability of the results may have been affected due to the participants' inability to recollect their memories and experiences with sufficient accuracy. Although interview guides were issued prior to the commencement of the data collection procedure in an attempt to maximise its reliability, this information can never be ascertained.

An additional limitation of the study is the selected sample size (9 participants). The use of a small sample means the results are vulnerable to outliers within the data, and also not entirely reflective of a broader population (Field, 2009).

An identified strength of the present research indicated that participants replied with in-depth responses. Regarding this strength, a limitation arises that participants are required to respond openly and honestly, meaning they may answer insincerely and consequently decrease the reliability of the investigation.

The limitations of this study render further research into the areas surrounding this topic such as:

- To repeat this study in a current and prospective account to obtain participants' perceptions that may not be masked by retrospective information.
- To investigate the perceptions of male participants in order to expand the knowledge of this population.
- An increase in sample size to ensure the study is generalised to a broader population.

# CHAPTER SEVEN

## REFERENCES

## 7.0 REFERENCES

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# APPENDICES

# APPENDIX A

Informed consent form

**Title of project:** Student's perception of their PE teachers as role models: A retrospective account.

**Name of Researcher:** Adele Hooper

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Participant to complete this section: Please initial each box.

1. I confirm that I have read and understood the information sheet dated for the study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

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

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

4. I understand that information from the study may be used for reporting purposes, but that I will not be identified.

5. I agree to take part in the study.

Name of Participant:

\_\_\_\_\_

Signature of Participant:

\_\_\_\_\_ Date: \_\_\_\_\_

Name of person taking consent: \_\_\_\_\_

Signature of person taking consent:

\_\_\_\_\_ Date: \_\_\_\_\_

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

# APPENDIX B

Participation information sheet

**Title of project:** A retrospective of student's perception of their PE teachers as role models.

I am hoping to achieve your perceptions of your PE teacher at school as a role model figure. I have asked you to participate in my study as you are a female aged between 20-22 years old. Your levels of physical activity have also been accounted for to be categorised in either "low", "moderate" or high". However, my role as a researcher I (Adele Hooper) will require you to be available between twenty and thirty minutes on a particular day where I can interview you and fill out a few forms. The research being conducted will allow me to analyse student's perceptions of PE teachers as a role model. Subsequently, this will allow key themes to emerge in the data from the participants responses and analyse the results.

This form of a participant information sheet is an invitation for you to take part in the study and providing you with an insight of what the study will involve.

**You're Participation in the Research Project**

Firstly your role as a participant is to answer the questions in the interviews as honest as possible and as best as you can. The interview will involve questions about your physical activity lifestyle, school experience and your PE teacher as a role model. Any questions you feel you don't want to answer will be okay; it is not compulsory and is completely up to you.

**Why have you been asked?**

You have been asked as you female and are over the age of 18, you are also a suitable match for a particular category for your activity levels such as "low, moderate and high". Taking part is entirely voluntary and it is completely your decision to take part in the study and Cardiff metropolitan will not discriminate anyone who does not feel they want to take part.

**Benefits of taking part:**

The research that will be collected from this study will provide results of PE teachers as role models which will allow key themes to be attained in order to define a "role model". Results will identify the students who did not perceive their PE teacher as a role model and their reason behind. However, there are no direct benefits from taking part in the

study. Any participants that would like to know any of the results of the study, I am happy to share this information with you.

### **What happens if you want to change your mind?**

If you decide that you no longer want to participant in the study you can stop at any time with absolutely no penalties involved. We will completely respect your decision for this without any discrimination.

### **What happens if you join the study?**

If agreeing to voluntary participant you will be asked to be interviewed so that we can gain an in-depth response. The interviews will be recorded by utilising a Dictaphone, this will enable the researcher to transcribe the interviews and later used for analysis. Any personal data will be kept private and confidential.

### **Your rights**

As a voluntary participant you are completely free to take part or withdrawn in the study at any time. You are in full control in deciding whether you take part in the study or not. All personal information if required will be kept private and confidential at all times.

### **Protection to privacy**

Throughout the study your identity in any written transcripts, notes or any form of document will be kept concealed at all times. We will ensure that all information about you is also kept private and confidential; therefore no one will be able to indentify you.

### **Contact**

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

**A copy of this sheet will be provided for you to keep together with a copy of your informed consent form.**

#### **Contact Details:**

A Hooper  
BSc. Sport and physical education  
Cardiff Metropolitan University, Cyncoed Campus,  
Cyncoed Road, Cardiff, CF23 6XD  
E-mail: [st10000952@cardiffmet.ac.uk](mailto:st10000952@cardiffmet.ac.uk)

# APPENDIX C

## Interview Guide

Firstly, I will introduce myself and briefly explain what the study is about and what I need from the participants. I will inform the participants that at any time throughout the interview, if they need to stop for any reason that I am able to pause the Dictaphone. If any questions are unclear I am able to provide probes to them to help answer the question.

At the end of the interview I will ask if there is anything else that the participants require to include in the interview. This could be anything that they felt was important but previously forgot to mention.

Do you have any questions on what I have informed you so far? If there are no questions, the interview will commence.

### Exercise

1. Tell me about your physical activity during a week?
2. How many times a week?
3. How long would you say the exercise lasts for?
4. What would you describe the intensity of your exercise being?
  - Such as low, moderate or high?
5. Do you do this every week or occasionally?
6. Explain why you do or don't exercise and why is it important?
7. Can you think of any additional benefits of exercise?
8. Do you know what the national guidelines of exercise are? (between 3-5 times a week for a minimum of 30 minutes)
9. What do/don't you enjoy about exercising? Can you also explain your reason behind this?

## Sport and school

1. Can you tell me what sports you did in School?
  - Why did u do these?
2. Did you take part in any sports/ activities outside of school?
  - If so what was your coach like?
3. Explain what was your theory PE lesson were like?
4. What did you learn?
5. Can you describe and explain what your PE experience was like in school?
6. What was the standard of teaching was like in PE?
7. Did you feel you achieved a lot in PE? Explain your reason behind this?
10. Do you think you improved in anything in PE or any particular sport?
  - Explain your answer please?
8. What was the skill level of the group like? – What group were you in?
8. Did you enjoy playing sport in school?
  - If yes, what sports did you enjoy?
  - If no, what didn't you enjoy?
9. What was your favourite sport and why?
10. Was there anything in PE that you didn't like, if so what was this?
10. Can you describe what your PE teacher like?
  - Character/ personality?
11. Did your PE teacher's personality influence you in any way? Can you explain your thoughts and reasons on this?
12. Tell me about your teacher's enthusiasm in theory and practical sessions?
13. How was your teacher knowledgeable to you? Explain reasons for this?  
(Probes – demonstrations, theory etc.)
14. What did he or she look like? (Probes- image)
15. Did they look the part to you?

16. What are your thoughts and feelings of a PE teacher's image?

- Do you think it's important they look the part?

17. Did your teacher participant in PE with you? What ways did they do this?

18. Can you explain what a role model is?

18. What would you look for in a role model?

19. Who would you pick as your role model?

20. Would you describe your PE teacher at school as a role model for you?

-Reasons why for both responses?

21. What were your thoughts and attitudes on PE at school?

22. Have these thoughts and attitudes changed after leaving? Explain your reason for this.

23. After leaving school, have you experience any effects or changes in physical exercise?

24. Looking back now 5years on from leaving school has your impression/perception changed of your teacher? If so why?

25. If you could go back, what would you change about your PE teacher?

26. Explain what your teacher could have done to ensure he/she was a better role model?

Thank you for taking the time to answer my questions, and taking part in my study.

# APPENDIX D

Student's perception of their PE teachers as role models: A retrospective account

**Transcript of Participant: (A1)**

Interviewer = I  
Participant = P

I: Okay, now I have informed you about the study, are you ready to take part in the interview?

P: Yeah

I: Um, can you tell me about your physical activity during a week?

P: Umm, I play football for uwic, so I train twice a week with them on a Tuesday and Friday and I play two matches a week and also have weight training twice a week as well.

I: Um, so that is six times a week, how long would you say the exercise lasts for?

P: Umm, on average probably just over an hour, but obviously games hour and half.

I: Okay, um what would you describe the intensity of the exercise being?

P: High intensity for the training sessions definitely and obviously the games.

I: And what about the weight training?

P: Umm, quite fairly moderate.

I: Okay, um do you do this every week or is it occasionally?

P: Umm, every week apart from like the off-season obviously.

I: Okay, umm explain why you do exercise and why you think it's important?

P: Umm, I do exercise because I enjoy it and obviously to keep fit, umm I enjoy like the social side to it as well, having the friends in football and just the training and everything.

I: Okay, can you think of any additional benefits of exercise?

P: Um, I think obviously the social side is good like obviously exercise makes you happy as well so keeps you fit. Obviously it's good for physical and mental well-being and to look good and obviously makes you feel good as well when you've done exercise.

I: Okay, do you know what the national guidelines of exercise are?

P: Umm, 30 minutes a day is it?

I: Yeah, 30 minutes a day is correct, but it's between 3-5 times a week. Do you have any idea to why they set these guidelines?

P: Umm, to keep people physically active cause otherwise you don't want to end up with like an obese.

I: Okay, that's perfect um what do you enjoy about exercising? Can you explain your reason behind this?

P: Um, I enjoy just like the feeling afterwards of doing like well obviously football also like going to the gym and looking good.

I: Just going to move on to sport and school now, can you tell me what sports you did in school?

P: Yeah I did cricket, rounders, football, netball, hockey and trampolining.

I: Um, why did you do these sports?

P: Um, I enjoyed all sports in school but mainly those ones because I was quite good at them.

I: Did you get to choose those sports?

P: Yeah

I: Okay, did you take part in any sports/ activities outside of school?

P: Um, yeah I did football, netball and trampolining after school clubs.

I: What were your coaches like for those different sports?

P: Umm, I liked my football coach in school, umm we didn't really have a proper trampolining coach. Oh and our netball coach wasn't very good.

I: What was wrong with your netball coach, why wasn't she very good?

P: Umm, they weren't like qualified netball coaches, so it was basically the basics of netball so.

I: Okay, um can you explain what your theory PE lessons were like?

P: Umm, quite basic in school, just about you know the body and basics in PE.

I: Did you enjoy the theory?

P: Yeah

I: What types of things did you learn?

P: Umm, just (laughs) ummm, loads of different topics, but the main ones that I can remember the heart obviously the body, umm the muscles and bones and then obviously like the various sports that we learnt the background of those and stuff.

I: Okay, um can you describe and explain what your PE experience was like in school?

P: Yeah I really enjoyed it in school cause like obviously being quite sporty I was like one of the best in school um I liked the teachers as well. I found like the lessons really enjoyable.

I: So overall was it a positive experience?

P: Definitely yeah

I: Um, what was the standard of teaching like in PE?

P: Um, it was really good, I went to like a sports school so the standard of teaching was really good like and the teachers were good.

I: What was good about the standard of teaching?

P: Umm, they knew what they were talking about obviously, umm they knew the background of most sports so like they could cater for all like all the children like whatever sport they did.

I: Do you feel you achieved a lot in PE? Can you explain your reason behind this?

P: Yeah, I managed to take part in a range of sports so I think doing that made me like quite successful across all the sports.

I: Did you achieve the grade you wanted to achieve?

P: Yeah I did well got an A\*

I: Good well done, do you think you improved in anything in PE or any particular sport? Can you explain your answer?

P: Umm, yeah I think I improved in sports I've never tried before like when we did things like rugby and hockey in PE because they weren't like really my favourite sports, but like taking part in them made me improve in them.

I: Anything else you improve in?

P: Ummm

I: Or was it just mainly the sports?

P: Just mainly the sports really.

I: Okay, um what was the skill level of the group like?

P: Umm, quite mixed in school, I remember there was some really like talented kids but then some who didn't want to take part or really didn't want to participant or anything.

I: Were you grouped together?

P: Yeah it wasn't separated until my last year of school, where they had like they had this thing called gifted and talented where it was like the main sporty ones then it was separated.

I: Were you in that group?

P: Yeah

I: So you had, you were all together throughout of school until your last year and then it was gifted and talented?

P: Yeah

I: Okay, umm what kind of things did the gifted and talented involve?

P: umm, it involved just doing... just doing all the various sports but went into more detail on them so it could be a lot more competitive.

I: So at a higher level?

P: Yeah

I: Okay, umm did you enjoy playing sport in school?

P: Yeah

I: What sports did you enjoy?

P: Umm, mainly enjoyed football, netball and rounders.

I: Was there any sports that you didn't enjoy?

P: Umm, I didn't really enjoy doing things like tennis or hockey.

I: Any reasons for this?

P: Umm, just because the facilities weren't as good for those sports like didn't have anything good for hockey.

I: Okay, umm what was your favourite sport and why?

P: Umm, probably football cause that's obviously my main sport and that im strongest at, umm but I also enjoyed rounders a lot.

I: What did you like about rounders?

P: Umm, just really like it as a sport I think it's quite an enjoyable one and everyone seemed to enjoy it at school.

I: Okay, umm was there anything in PE that you didn't like, if so what was this?

P: Umm, I didn't really like being in such like a mixed group where people wouldn't want to participant.

I: What were your reasons for this?

P: Umm, just cause then the standard was a lot lower and then it wasn't as competitive.

I: Okay, umm can you describe what your PE teacher like?

P: Yeah, they were quite influential for me cause they took part in one of the Olympics and also they quite liked me cause I tried like all the sports.

I: What did they take part in the Olympics by doing?

P: Umm, they were in the 800m they got to the semi-final.

I: Okay, good achievement.

P: Yeah

I: Umm, what was their personality like?

P: Umm, always happy like smiling like always active and prepared to help you outside of hours and stuff like that.

I: Okay, umm did your PE teacher's personality influence you in any way? Can you explain your thoughts and reasons on this?

P: Yeah cause obviously they were like quite a good role model for me, sort of like inspired me to be like that and cause they liked me they tend to like spend quite a lot of time like helping me and talking to me so.

I: Okay, umm tell me about your teacher's enthusiasm in theory and practical sessions?

P: Umm, they were quite umm enthusiastic in theory just as well as the practical sessions umm always like willing to help people.

I: On a balanced scale were they enthusiastic just as much in both sessions or was it more one than the other?

P: Slightly more in the practical but...

I: Slightly more in practical, okay umm, how was your teacher knowledgeable to you, and can you explain your reasons for this?

P: Um because obviously the background they had they had quite a lot of knowledge so they were able to pass this on to me in practical side and theory side. Umm I learnt through the theory side which obviously enabled me to get the grade that I did, I cause they were so enthusiastic in the lesson, obviously made me listen a lot more and I think that's why I managed to achieve the grade. Umm, they also had like a wide like knowledge on all the sports it wasn't just like one particular sport which some teachers can tend to have, so I think helped in learning all the sports as well.

I: Do you think if a teacher wasn't knowledgeable this would affect you?

P: Yeah definitely I think it would definitely affect my knowledge if they didn't have such like a good background and like they didn't know as much.

I: Okay, umm what did he or she look like?

P: Um, he was quite slim obviously cause he was a 800 m runner, umm obviously looked fit and healthy, good body (laughs).

I: Would you say he looked the part to you?

P: Yeah definitely looked like a PE teacher.

I: Umm, what are your thoughts and feelings of a PE teacher's image?

P: Umm, I think it's important because if there not if they don't look like there fit then it could affect like, don't know how you how you think you should look as a role model. Umm I think also like cause they wore obviously always wore the correct kit looked professional, this helped like make them seem as a good role model to like the school, obviously helps you as a person like wanna wear the correct kit and look professional as well.

I: Umm, do you think if a PE teacher was overweight would this affect you in any way?

P: I think it would because it's not the it's not the correct like look as a PE teacher you want them to look fit and healthy and obviously have a good diet otherwise you're not going to listen to things their trying to preach.

I: Okay, did your teacher participant in PE with you? What ways did they do this?

P: Yeah my PE teacher sort of took part by doing demonstrations or whether he needed to get involved if there were like people who didn't take part.

I: Any other ways that they participated?

P: Umm, not really if you didn't know how to do something then he would jump in and help.

I: Okay so he would demonstrate for you?

P: Yeah yeah

I: Umm do you think if a PE teacher didn't participant would this affect you?

P: Yeah I think if they weren't like hands on and got involved I think it would affect me like cause sometimes people need to see... see it to able to do it I think that helped a lot.

I: Okay, good point there, umm can you explain what a role model is?

P: Yeah someone like you inspire to be like whether it be like in the sporting context or like if they look the part if they look fit and healthy.

I: Okay, umm what would you look for in a role model?

P: Umm, good image umm a good knowledge of what there trying to there trying to talk about umm, set a good example, be professional.

I: Okay, umm would you describe your PE teacher at school as a role model for you and can you explain your reasons for this?

P: Yeah definitely just cause how much time they took and effort to help other and always enthusiastic and happy and always looked like being professional.

I: Okay, umm, what were your thoughts and attitudes on PE at school?

P: Umm, I always really looked forward to PE just cause it gives everyone a chance to like be competitive umm and I thought that the teaching was good. Umm, overall it was just like a really positive experience in school, just having a good rapport with the teacher and just being able to take part in all the sports and like have a go at everything. I think that was a really good thing about PE in school how they gave like a wide range of sports and um didn't just focus on one or two.

I: Okay, umm have these thoughts and attitudes changed after leaving school? Explain your reason for this.

P: Umm yeah looking back on the experience I still feel like it was really positive one I still like remember a lot about it which obviously means it was umm positive memory. Umm, it's helped me a lot like in terms of now cause obviously tried a lot of sports so if I tried them now it's helped me a lot to like have a good knowledge on all of them and like in general, overall positive experience. And being in uni now and doing all the different sports again it's helped cause I have the basic knowledge of a lot of them from school.

I: Umm after leaving school, have you experienced any effects or changes in physical exercise?

P: Umm, not really I feel like it probably have done a lot more physical exercise since school just cause I do a lot more now whereas at school it was sort of a once a week kind of thing. I feel that could be different in like PE in school it could be a bit more.

I: So you would like more exercise?

P: Yeah I think that it should be more physical exercise in school.

I: Okay, why do you think this?

P: Umm just to get people more active and I think that overall it's like a positive subject at school I think that everyone seems to a majority seem to enjoy it and I think if it was more often to get people more active and enjoying it and it would obviously increase participation levels outside of school.

I: Okay good point, looking back now 5years on from leaving school has your impression/perception changed of your teacher? If so why?

P: Umm, no looking back I still think I remember that teacher as being a good teacher, just because I remember how much of a role model they were for me back then. I think I don't remember them being like umm... I remember them being more influential as teachers I have now just because they took more time in school so to focus on each person.

I: Okay, um if you could go back, what would you change about your PE teacher?

P: Umm, potentially just having even more like knowledge of more sports even though they did know quite a lot, I think that's important for teachers to literally have really broad knowledge of every single sport.

I: Okay, um, explain what your teacher could have done to ensure he/she was a better role model?

P: Um, I think just again being enthusiastic; umm I think that's the main thing about being a role model to be enthusiastic to make to make you more motivated in school. I think that's probably why I did well in school cause I was motivated, I think some people who didn't do as well just weren't motivated, I think a good role model like increases motivation.

I: Okay, anything else you need to add into this interview? Any questions?

P: No

I: Thank you for taking part in my study.

# APPENDIX E

| Name    | Appearance   | Knowledge   | Personality/ Professionalism   |
|---------|--|---|--|
| Jessica | <p>“He was quite slim obviously cause he was a 800m runner, um obviously looked fit and healthy, good body (laughs).”</p> <p>“Yeah definitely looked like a PE teacher”.</p> <p>“Um, I think it’s important because if there not if they don’t look like their fit then it could affect like, don’t know how you think you should look as a role model. Um I think also like cause they wore obviously always wore the correct kit looked professional, this helped like make them seem as a good role model to like the school, obviously helps you as a person like wanna wear the correct kit and look professional as well”.</p> <p>“ I think it would because it’s not the it’s not the correct like look as a PE teacher, you want them to look fit and healthy and obviously have a good diet otherwise you’re not going to listen to things their trying to preach”.</p> | <p>“Umm, they knew what they were talking about obviously, umm they knew the background of most sports so like they could cater for all like all the children like whatever sport they did.”</p> <p>“Um because obviously the background they had they had quite a lot of knowledge so they were able to pass this on to me in practical side and theory side. Umm I learnt through the theory side which obviously enabled me to get the grade that I did, I cause they were so enthusiastic in the lesson, obviously made me listen a lot more and I think that’s why I managed to achieve the grade. Umm, they also had like a wide like knowledge on all the sports it wasn’t just like one particular sport which some teachers can tend to have, so I think helped in learning all the sports as well.”</p> <p>“Yeah definitely I think it would definitely affect my knowledge if they didn’t have such like a good background and like they didn’t know as much”.</p> <p>“Umm, potentially just having even more like knowledge of more sports even though they did know quite a lot, I think that’s important for teachers to literally have really broad knowledge of every single sport”</p> | <p>“Umm, always happy like smiling like always active and prepared to help you outside of hours and stuff like that”.</p> <p>“Yeah cause obviously they were like quite a good role model for me, sort of like inspired me to be like that and cause they liked me they tend to like spend quite a lot of time like helping me and talking to me so”.</p> <p>“Umm, they were quite umm enthusiastic in theory just as well as the practical sessions umm always like willing to help people”.</p> <p>“Um, I think just again being enthusiastic; umm I think that’s the main thing about being a role model to be enthusiastic to make to make you more motivated in school. I think that’s probably why I did well in school cause I was motivated, I think some people who didn’t do as well just weren’t motivated, I think a good role model like increases motivation”.</p> |

|              |  |   |   |
|--------------|--|---|---|
| <p>Sarah</p> | <p>“Ohhh (laughs) she (laughs) was slim had a good physique it showed that she obviously did sport”.</p> <p>“Yeah they did look the part yeah”</p> <p>“Um I think they should be, I think they should be doing at least like one sport, and should be quite fit, umm”.</p> <p>“ Umm, it depends how much they knew themselves, like if they still taught well and could teach a lot of good skills then that would be fine.”</p> | <p>“Umm, it was high umm there were a lot of good PE teachers and they knew what they were doing as well”.</p> <p>“Umm, I definitely improved in football and umm and like a wide range of sports that they taught me I improved in all them and my theory I learnt a lot and my theory cause I didn’t know a lot of the stuff before”.</p> <p>“ Umm they knew and played sports themselves so it made them more knowledgeable on their sports and obviously they knew a lot about other sports as well”.</p> <p>“Umm, I yeah I loved it and the theory bit was hard but I learnt a lot so I enjoyed it”.</p> | <p>“Umm, she was nice yeah, umm bubbly and helpful and always encouraged me to do my best”.</p> <p>“Yeah they did cause umm because they encouraged me a lot I felt like I could do better, so it brought out the best in me”.</p> <p>“In theory they would encourage you to say answers so that was good and in practical’s they always encourage you to join in even if it like it was with the boys they would encourage all the girls to join in and stuff”.</p> <p>“Umm, because in my eyes she was a positive person, bubbly and always encouraged me, so it hasn’t really changed much”.</p> <p>“Umm, not much because she was always bubbly but I guess I would change like she was quite strict at times bit to strict towards like, but not usually to me because it was because obviously I was quite sporty”.</p> <p>“Yeah she was enthusiastic she would always like encourage everyone, umm”.</p> <p>“umm I think she was bubbly, she was always motivational, encouraging, enthusiastic and honest with everyone so she would tell everyone so she would tell them what was wrong and what was right, and she was a good role model in herself cause she played her own sport and joined in which was good”.</p> |
|--------------|--|---|---|

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| <p>Lisa</p> | <p>“Um, he was really fit, he was had a good body shape obviously, quite muscular you could tell he looks after himself and works out a lot, plays a lot of sport”.</p> <p>“Um, yeah all of our PE teachers at school look the part they always dressed in appropriate kit, none of them were overweight or like of bad physique all of them were really fit people who you could tell them look after themselves”.</p> <p>“I think they would because if you have a PE teacher who’s overweight and there teaching you about the importance of physical activity a lot of kids would turn around and think why you teaching me about the importance of physical activity when it’s clear that you don’t see it as that important as you have let yourself get overweight”.</p> <p>“I just think that it’s they need to be more appropriate physical shape really”.</p> | <p>“I thought that the standard of teaching in PE was really good in school, umm it was the only subject I got an A in so”.</p> <p>“Umm, he always like knew what he was doing for example when we played sport and stuff he’s main sport was football and rugby so, for example for football he knew all the rules and stuff and helped, helped other people who didn’t really normally play sport help them to understand it and then in the theory side was really good like you could tell that he was really knowledgeable and he helped, helped you to learn and through like he had like loads of different rhymes and stuff that he knew his way of like telling like his way of teaching you”.</p> <p>“To make you remember and you can tell like whenever you had a question or a query about something he wouldn’t have to look it up or anything he know straight of hand and what is was and how to help you”.</p> | <p>“Umm, I enjoyed theory PE cause I enjoyed learning about how the body works and stuff in school and that our teacher was really enthusiastic so he always kept it entertaining”.</p> <p>“I thought that the teachers that in theory especially they like managed to keep it enthusiastic even know it can be seen as the boring side of it and doing the sport like always encouraged you to try different things and stuff”.</p> <p>“Umm, my PE teacher was umm really nice really enthusiastic they were really fit as well so they always counts as fit”.</p> <p>“Umm, some were really nice and really laidback but there was others were more strict and kind of more forceful upon whether you did sport or not”.</p> <p>“Umm yeah the ones that were, were nice like obviously you kind of relax a bit and enjoyed yourself but then the ones who were strict I think it made some people mess around more or not work hard. Whereas, like people like myself I was liked by the strict teachers cause I was quite good at sport so it made me want to work harder cause I don’t want to let them down”.</p> <p>“Umm well like if there more laid back and more fun about it then people think there nice, sometimes kids who aren’t very good at sport they react better to that”.</p> <p>“Umm, my GCSE PE teacher he was really enthusiastic and I theory he always kept it quite exciting and always have little rhymes and stuff to help us remember things and he even for the kids that weren’t that great he always put in the extra effort to help them so that was good and yeah</p> |
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|       |  |  | <p>practical he was exactly the same really upbeat”.</p> <p>“Umm, just that the balance between being like having a laugh and stuff they were always enthusiastic but sometimes they weren’t as serious as they could have been.”</p>  |
| Becky | <p>“Umm, in general most of my PE teachers did look physically fit and they did take part in sport quite a lot, there was maybe one that probably didn’t and it was quite hard to what to like during PE lesson to watch her demonstrate at the sport because she wouldn’t be as good as possibly one of the students demonstrating it”.</p> <p>“Yeah they always came dressed in sports kit and so there are they did look the part and professional”.</p> <p>“Yeah because you wouldn’t feel they would really want to be there or take part in the sport with you, there meant to there to help you understand the sport and make enjoy it a little bit more”.</p> <p>“I think that to give a child a good perspective on sport the PE teacher should be quite physically fit as well, otherwise their just demonstrating the wrong image to the kids”.</p> | <p>“Um, well the one that focused on just the sports side of it like physical activity, he was quite good, he enjoyed all sorts of sports and knew quite a lot about them so it kind of got everyone into it, and then our theory teacher she knew quite a lot about the theory but when it came to the sport itself like she didn’t know a lot about it and it wasn’t very good, she wasn’t a very god model to look on when she was trying to demonstrate the sport”.</p> <p>“Um, all of our teacher umm was quite high up in hockey so he obviously demonstrated, he done quite a few coaching courses as well and was really high up so he obviously knew quite a lot when he was teaching the sport. And also our theory teacher she’d gone to Loughborough and done a sports science degree, so she was quite good at explaining those kind of areas because there normally quite hard to understand”.</p> <p>“Yeah (laughs) if they didn’t know what they were teaching and people wouldn’t really listen to them as they obviously don’t know what they’re talking about”.</p> | <p>“Um, umm probably in the theory my teacher wasn’t really focused enough she gets distracted quite a lot, so if the boys messing around she focused on trying to calm them down or and a lot of the girls in the class just had to sit there and wait”.</p> <p>“Um, umm probably in the theory my teacher wasn’t really focused enough she gets distracted quite a lot, so if the boys messing around she focused on trying to calm them down or and a lot of the girls in the class just had to sit there and wait”.</p> <p>“Quite friendly like they always the teachers that everyone could approach or have a laugh with so. Umm, depending on some pupils some had to be more strict but overall they tend to be quite lenient and some of them tend to tend to get annoyed with people that just didn’t turn up to sport or faked an illness, but overall they were quite open to everyone’s ideas and what sports they wanted to play”.</p> <p>“Um, a lot of the PE teachers were quite um they loved sport a lot so it kind of pushed it on to students, umm I would say that a few of the PE teachers they were really approachable so I felt like I could go talk to them if I had an issue with anything but tend to be quite enthusiastic during their classes as well so it kind of pushed me to enjoy the classes a lot more”.</p> |

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|       |  |   | <p>"In practical's they tend to be a lot more enthusiastic because their doing something that they love and its outside as well, umm and also there surrounded by kids that tend to be enjoying the sport as well so they get involved. Theory it was quite hard to be enthusiastic around us cause we get bored a lot of the time so be hard to keep the motivation up".</p> <p>"Umm, I say that some of the teachers might not have got the balance right between being strict and fun at the same time, like if you're being too strict it can put students off. Whereas, you need to have fun but have an authority to the person there as well".</p> <p>"Umm, possibly if someone did something wrong maybe don't shout at them or just maybe talk to them a little bit better, maybe bring, give them a different role within the PE class something that they would enjoy better than there already doing".</p> |
| Ellie | <p>"Umm, a sports person (laughs) like skinny like she looked the part, she had all the kit on she played herself".</p> <p>"Um, tall not really tall ish but like average height, umm skinny, muscular. Umm, if they don't, I'm not going to listen to a fat PE teacher am I?"</p> <p>"Yeah like it's a nutrition person if there telling you to go on a diet and their fat themselves it's not going to look great is it, so if you got a PE teacher that's not interested and doesn't want to be there, how are they meant to motivate you to want to be there".</p> | <p>"I think the male teacher was better at the theory because when we had the female teacher for theory it she didn't really, I don't think she knew what she was talking about (laughs)".</p> <p>"Um, probably in like the practical's like the demonstrations and the drills that she did and like she had a good range like, like I said we had to do things like dance, gymnastics, hockey she was well rounded".</p> | <p>"Umm, I think I just got along with the female teachers better so I kind of took the theory side more serious when I had them".</p> <p>"Well I got on with her really well so like bubbly, like happy like motivated like cause she was the one who took us to country trails for netball and stuff".</p> <p>"I think because I was good at the sport and I wanted to be there it's like she could trust me like if she had to step out I, she knew me from where I did netball after school she would trust me to like take charge of the class".</p> <p>"I would say definitely because I want to be a PE teacher so I think if it wasn't for them, if I had crap PE teachers I'd think why would I want to do that"</p>  |

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|       | <p>"Yeah, because like I just said there not going to look presentable then you're not going to listen to them are you".</p>  |  | <p>"Umm, well if I want to be like them I want them to be, well say I want to be a PE teacher so obviously I admire and look up to my PE teachers cause what I've been through, they just had a good rapport they were honest, they just told you how it was basically".<br/> "Umm, I know she was motivated but there was just some classes that you could just tell she didn't want to be there and".</p>   |
| Holly | <p>"Um, I think cause she played umm hockey outside of school when we was doing hockey in a lesson she would also like revert back to that and she would always be like well I was taught bla de bla de bla but obviously it be different for you, but she always like try and like educate what she's been educated or like bring in certain drills that's she's been taught in her training session so we would always be like passing on her knowledge".</p> <p>"Yeah, we there was ... I remember one time and we cause she wasn't a big women but she was hockey build so she was quite stocky and we didn't know that obviously she could do like a handstand and one time she demonstrated a handstand and we were like oh my god (laughs) because we didn't know she could do like gymnastics but she was really good at like gymnastics as well as hockey".</p> <p>"Umm, like I said she was a hockey player so she was she wasn't overweight or she wasn't umm fat but she was bigger than most".</p> | <p>"Um, I think cause she played umm hockey outside of school when we was doing hockey in a lesson she would also like revert back to that and she would always be like well I was taught bla de bla de bla but obviously it be different for you, but she always like try and like educate what she's been educated or like bring in certain drills that's she's been taught in her training session so we would always be like passing on her knowledge".</p> <p>"Yeah, we there was ... I remember one time and we cause she wasn't a big women but she was hockey build so she was quite stocky and we didn't know that obviously she could do like a handstand and one time she demonstrated a handstand and we were like oh my god (laughs) because we didn't know she could do like gymnastics but she was really good at like gymnastics as well as hockey".</p> <p>"Umm, I've become more independent obviously because you, I joined the gym, I went to the gym during school cause it helped towards my running but after I become more independent because of the knowledge I learnt through my school experience".</p> <p>"If I could change anything about them I'd change um maybe the delivery style obviously cause I said theory was boring I would change the way they taught that and maybe mix them both up so maybe done a practical session but brought theory into it at the same time. Umm, some of them could have been a bit more</p> | <p>"Really good yeah, the teachers were really good, really motivating umm that's it really."</p> <p>"My favourite PE teacher was like she was a girl and she was quite umm I don't know she was quite fun and she was always like trying to be our friend more than a like teacher figure, but you knew where you stood with her cause she was like obviously when were in like a teaching environment you know your place but at the same time you still feel comfortable enough to go up to her and talk about your weekend so".</p> <p>"Bubbly, enthusiastic umm she'd always motivate us and not just in PE but she would always like seem interested in other like subjects are you doing well in this that and the other you know".</p> <p>"Umm, I think so because obviously at the time I wanted to a PE teacher so in essence she was like my idol, so I wanted to be just like her, so I think her like personality and traits I took on board more than others because she was my favourite obviously so".</p> <p>"Yeah and in sports kit, all of the teachers was always in sports kit unless you know, they went to an event or something".</p> |

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|              | <p>“Yes, yeah always in sports kit always you know like I don’t know doing some form of exercise”.</p> <p>“Umm, obviously you don’t expect them to be the skinniest person in the world or the biggest person in the world obviously I’d expect them to be you know of average stature and size I guess”.</p> <p>“Well in school we had one overweight teacher and like the hockey player so there was no one that was really skinny um but my thoughts on it would be like if there obviously overweight and there trying to teach us about health fitness and wellbeing you’re not really gona take it on board cause there not exactly setting a good example themselves so”.</p> | <p>motivating as they were quite like stern and always negative about things, umm”.</p>   | <p>“Umm, basically just because she had the right attitude and at the time I wanted to be a PE teacher, so obviously everything she said and done you know I took it on board cause I wanted to be a PE teacher in the future”.</p> <p>“Umm, some of them could have been a bit more motivating as they were quite like stern and always negative about things, umm”</p>   |
| <p>Steph</p> | <p>“Umm, I think they, they should portray a certain image of being sporty and stuff cause I mean obviously like we have to wear everything and if they turn up to a PE lesson in heels or office outfit you would be thinking what’s going on”.</p> <p>“Umm, I think it’s important because you set an example to every one really”.</p>  | <p>“Yeah I mean she was obviously driven by gymnastics and so was I so we kind of had a mutual understanding of gymnastics and stuff and she wanted me to push myself and stuff so I didn’t mind to much cause she’d been in the position and umm it wasn’t like she was talking rubbish cause she knew what she was doing and stuff so”</p> <p>“Yeah definitely I mean when I was in school you would see other teachers that didn’t have great personality and people didn’t want to learn, but because I had a good PE teacher and she knew what she was doing she was friendly and her personality was good, I was more inclined to do more”.</p> <p>“Umm, obviously my teacher did gymnastics as well as I did so when she would show me different skills and help me with different skill I knew , I knew I was going the right direction cause</p> | <p>“I mean now I liked her I got on with her really well she was really fun, could talk to her about anything, she discipline when she had to but she was always nice”.</p> <p>“Yeah definitely I mean when I was in school you would see other teachers that didn’t have great personality and people didn’t want to learn, but because I had a good PE teacher and she knew what she was doing she was friendly and her personality was good, I was more inclined to do more.”</p> <p>“ Umm, practical session there was a lot of enthusiasm cause obviously that was, but it was easier for them I think cause they were both, they</p> |

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|               |  | <p>she'd done them before and she'd been taught them so. Umm, nothing else really but only in theory they didn't enjoy it that much so it didn't get taught to us with a lot of enthusiasm to help us really."</p>   | <p>were both like the physical side of it".</p> <p>"Yeah definitely I mean she was she was always in like tracksuit and she would always be talking about her new tracksuit, she was matching so that was good I mean cause obviously we had to wear PE kit all the time and stuff so seeing a PE teacher in her kit as well kind of made it bit easier for us and".</p> <p>"What would I change about my PE teacher, umm she was more favourable like I said even though she helped like people who wasn't as good as everyone else she did kind of favour people who were a bit more advance in PE, whether it was more inclined to do things I don't know, but she could have been a bit fair to everyone else".</p> <p>"Umm, like I said I feel like she could have been fairer to people who weren't as advanced as other people".</p> |
| <p>Hannah</p> | <p>"Umm oh god, um she's quite young about late 20's, there all very professional looking as they all wore the kit everyday there wasn't all the teacher were very slim as well which I think has a big impact on the pupils".</p> <p>"Yes definitely they were all in umm the high school PE kit".</p> <p>"There image is very important because if there not professional and they don't wear the appropriate kit then the pupils think they don't have to wear it as well, and an overweight teacher is not meaning to be harsh but it doesn't portray the right image for a physical education teacher".</p> | <p>"I mean like the netball teacher we had she, her standard wasn't really good but then the trampolining teacher she was really good she knew what she was doing and she was experienced in the sport".</p> <p>"Yeah I do because what we learnt in GCSE PE I still like know now and it's like helped me throughout college and in uni and umm what was the question..."</p> <p>"Yeah I do because what we learnt in GCSE PE I still like know now and it's like helped me throughout college and in uni and umm what was the question..."</p> <p>"Yes she did because some of the teaching methods that she's used I've used in previous coaching experiences and I just like the way that she taught us. Umm, my teacher was knowledgeable because she taught us the basic rules of netball which I still remember to this day and</p> | <p>"Yes I do because she had such a friendly and like approachable personality and everyone got on with her she had a good bond with all of her students".</p> <p>"Yeah they got to have a good personality because you need to like you need to have a laugh with them you need to be able to um have a good time and if she has a good personality then it like portrays in the way that she teaches".</p> <p>"it was more in the practical sessions she was very enthusiastic because she'd get on the trampolines with us and she'd happily demonstrate the moves even if she got it wrong she'd just laugh if it of you know and then carry on and then in the theory class umm she would just say funny stuff just to get us motivated to do it".</p> <p>"There all very professional looking as they all wore</p>                    |

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|              |  | <p>how to teach and performed certain moves on the trampoline, she there knowledge like portrayed on to us”.</p> <p>“Yes I do because she’s very knowledgeable”.</p>   | <p>the kit everyday there wasn’t all the teacher was very slim as well which I think has a big impact on the pupils”.</p> <p>“She um also had a really good personality and we good on with her um which was an important factor to her becoming a role model”.</p> <p>“Um maybe she had favouritism towards some pupils more than others which if you obviously wasn’t her favourite the lessons couldn’t have been enjoyable for you basically”.</p>  |
| <p>Alice</p> | <p>“Oh umm, she always looked really sporty um she always had... I don’t know she always looked quite professional and she had don’t know like I can’t explain it she was a typical PE teacher if you know what I mean”.</p> <p>“Um, if they didn’t look the part but still were very knowledgeable and knew what they were talking about and were quite strict and had structured lessons then I think people would still respect them but it does help if they look the part, straight away your first impression is that they are a good teacher”.</p> <p>“If there were exactly the same knowledge, it wouldn’t bother me what they look like? “</p> <p>“Umm, if they look... I think it’s with everyone like with PE teachers if they look professional and they know what they’re doing and look like their ready and prepared for a lesson and like you said look the part then that’s all that matters really”</p> | <p>“Um, if they well I don’t know I suppose it depends again what they were like, like some of them I... because I didn’t like them I thought they weren’t very good teachers then to me anything them told me I would have ignored”.</p> <p>“Like one of my teachers in particular not necessary just in PE but she really helped me in school in terms of just sorting myself out and going through my GCSE’s and I don’t know like in general she was just like she made everyone want to um work hard”</p> <p>“Umm, she would always be demonstrating and like she weren’t afraid to laugh at herself like she... I remember one lesson she said I can’ t do a basketball lay-up but I will show you how it’s done and I don’t know she was always willing to have a go and um she... you could tell she always put a lot of work in to her lesson plan before hand and tried to make it...”</p> <p>“Umm, because if there not knowledgeable I think... if somebody knows what they’re talking about and is confident in lesson plans and in theory or practical or whatever, if their knowledgeable and you can tell that then automatically you have more respect form them. I Think teachers that turned up and wasn’t really that bothered about the session were just ... weren’t interested about being there and didn’t want to teach you then straight away it puts everyone in the class just ends up playing up cause they</p> | <p>“My tutor she taught me for one year in year 8 and she was brilliant she wouldn’t take any rubbish from umm students that said they couldn’t take part um the only way she would not accept them taking part is if they had a letter from home with a valid reason um, everyone always took part she was really fair like mixing people up so umm whereas other teachers would say get yourself into a team, so then me and the other five people that were pretty good at it cause we were all friends we would be in one team so then if we were playing basketball we would be running rings around people cause they wouldn’t be that interested in taking part umm so she was really fair like she was really strict but not too strict like she still we had a laugh with her as well.”</p> <p>“Um she was funny she could have a really good laugh with us umm but we always knew where like the limit was and she was just really friendly like even she would always say to us if i ever had any problems like if everyone in the school I think more people would have gone and speak to her about any problems they had”.</p> <p>“Umm, if I liked the teacher or I got on well with the</p> |

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|  |  | <p>know what it's like".</p> | <p>teacher then I would be more willing in lesson to participant like some like my school “.</p> <p>“Um, it depends umm some of them weren't in the slightest like one teacher I remember walking to lesson saying right this is going to be a really boring lesson but you just have to listen... we were like ooo okay then. But like some... one of my teachers was brilliant she went out of her way and brought like a skeleton like you know what I mean, a full Skelton and like brought like it into the class and like made a game out of try and label the bones and that whereas other teachers would get us to copy from a text book.”</p> <p>“Um, again if they were more enthusiastic it made the class more enthusiastic”.</p> <p>“Umm, she was always like professional and like she would always come with stacks of books and loads of stuff and always had equipment and resources for the lesson. Whereas other teachers that kind of strolled in with one textbook and a few photocopy sheets”.</p> <p>“Just everything she needs to be more enthusiastic more prepared, actually want to be there and then that would have made a massive difference”.</p> |
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