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Comments	Section		
	<p>Title and Abstract</p> <p>Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.</p>		
	<p>Introduction and literature review</p> <p>To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).</p>		
	<p>Methods and Research Design</p> <p>To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.</p>		
	<p>Results and Analysis ²</p> <p>To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.</p>		
	<p>Discussion and Conclusions ²</p> <p>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.</p>		

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CARDIFF METROPOLITAN UNIVERSITY
Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF ARTS (HONOURS)

DANCE

TITLE

**STUDENTS' ATTITUDES TOWARDS DANCE IN
PHYSICAL EDUCATION**

**(Dissertation submitted under the discipline of
DANCE)**

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ABSTRACT

The purpose of this study was to look into students' attitudes of dance within Physical Education comparing two schools, one with a specialist dance teacher in the Physical Education department and one without. The position of dance within Physical Education has been a popular topic for debate as dance can be seen as an expressive art form however is situated within the Physical Education curriculum alongside sports. Research has suggested that positive attitudes towards the subject of Physical Education can form through the learning environment that teachers create and the participation of activities outside of curriculum time. This study explores guidelines set by the curriculum, students' expectations and teachers' skills and qualifications. Questionnaires were completed by key stage three students' from two secondary schools within the same geographical area. Results displayed that the students attending the school without the specialist dance teacher generally showed more positive attitudes towards dance in Physical Education however students' attitudes from the school with the specialist were not so positive. This study has supported research, relating to the links between students' positive attitudes towards Physical Education and the involvement in activities out-side of the curriculum time. Outcomes of this study also found that teachers may be responsible for students' attitudes towards dance in Physical Education and therefore need to make sure they have a substantial amount of content and subject knowledge along with the ability to create a comfortable learning environment for the students.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

1.1 Dance Education

The development of interest in health and fitness has provided a focus to the National Physical Education Curriculum of England and Wales and within this, includes dance (Sanderson, 1996). The topic of whether dance should be included within the Physical Education curriculum has been a subject of debate (McFee, 2004). McFee (2004) also explained that if dance was removed from the area of Physical Education the status of dance education would be lowered. In the hierarchy of some schools Physical Education is appeared higher than expressive arts, which would include dance if it was not part of Physical education. Adshead (1981) explains that school timetables started to include dance in the late nineteenth and early twentieth centuries because it seemed to promote social poise, grace and physical development. More recent reports show that dance education can create opportunities to develop kinaesthetic intelligence, discover self-expression and communication through using the body and exploring the notion of creativity, risk taking and problem solving (Hanna, 1999). Dance in education is proving increasingly popular according to Dance UK (2011), as GCSE participation rates have increased from 7,003 in 2001 to 18,866 in 2007. Dance UK (2011) also states that according to the Arts Council for Wales, the number of pupils choosing to participate in dance has risen by 83% in four years. Although dance is becoming a more popular choice for pupils', current plans for the English Baccalaureate, which is a performance indicator in schools, mean that all arts (including dance) are now excluded from the core curriculum and will be slotted into the 'left over' 20% teaching time (Hall, 2012). Physical Education is compulsory in schools and is not included within the English Baccalaureate therefore also has to be slotted into the remaining curriculum time along with other subjects (House of Commons, 2012). Dance in some schools occupies two places in the curriculum. It can be learnt as an individual subject within GCSE or combined with Physical Education which is compulsory in key stages two and three (National Dance Teachers Association, No Date). Dance UK (2011) stated that 58 pence per child is currently spent on dance activity, whereas £79.47 per child is currently spent on Physical Education.

1.2 The National Curriculum

'A national curriculum sets out the body of knowledge, skills and understanding that a society wishes to pass on to its children and young people' (House of Commons, 2009, p9). Within Wales, the National Curriculum gives clear guidelines of what should be taught to the students and what they should have the opportunities to do within the curriculum. In key stages two, three and four Physical Education is compulsory alongside subjects such as Mathematics, English, Science and Welsh (National Curriculum for Wales, 2008). Dance is included in the Physical Education programme of study under the creative activities section. These activities are described as 'composed or choreographed and are generally artistic and aesthetic in nature' (National Curriculum for Wales, 2008, p13). A study in schools undertaken by Fairclough & Stratton (1997) stated that Physical Education was allocated to a small proportion of the school timetables due to demands of the National Curriculum in other subjects. Cale (2000) conducted a study looking into physical activity promotion in secondary schools and found that the times allocated for Physical Education differed between schools, however found a pattern of time being reduced from years 7 to 11. Cale (2000) also stated that the overall time allocation for Physical Education lessons in key stage three was around 8 to 10 percent of curriculum time. McKinlay (1993) feels that the National Curriculum for Physical Education can promote general fitness for all children but its purpose is not necessarily to train them into Olympic athletes. Similarly Koutedakis & Bouziotas (2003) identify that children have the opportunities to achieve motor and health related fitness needs within Physical Education. As such, teachers in this subject potentially have an influential role in the health and well-being of students as they can promote the participation of physical activity in lessons (Koutedakis & Bouziotas, 2003).

1.3 Attitudes and Perceptions

Attitudes towards a certain subject can influence whether achievements are made and whether to start or carry on with something (Silverman & Subramaniam, 1999). Chakraborty et al (2012) suggested that improving students' attitudes towards Physical Education may in turn improve the quality of teaching as the educators will acquire an insight into how the students feel and take this into account when making decisions about curricular programmes. Positive learning environments created by teachers can make an impact on students' attitudes and learning (Silverman & Subraminiam, 2007). It is also suggested by Silverman & Subraminiam (2007) that Physical Education is the only time some students partake in physical activity, so attitudes may be formed when attending these lessons.

1.4 Qualifications

To become a teacher in the subject of Physical Education, Qualified Teacher status needs to be gained. A common way this can be attained is through studying a sport related degree then completing a one year Post Graduate Certificate in Education (PGCE) in Physical Education (Gower & Capel, 2004). Students entering the Physical Education PGCE courses initially have qualifications, a variety of experiences and subject knowledge of the main activity areas, as most have previously completed a sports-related degree (Capel & Katene, 2000). Gower & Capel (2004) go on to explain that although students go through PGCE training, there are teachers who still have a lack of knowledge in certain areas of activity within Physical Education which can affect learning for students.

Connell (2009) suggests that there is limited research into perceptions of dance within education from both teachers and pupils'. This suggests why there is a need for this current study which focuses specifically on dance as part of the Physical Education curriculum. In order to explore this idea further, the next chapter looks at the following key themes related to the research area: The National Curriculum, Pupils Perceptions of Dance and Physical Education and Teacher's skills and training.

CHAPTER TWO
LITERATURE REVIEW

2.0 Literature Review

2.1 The National Curriculum

2.1.1 Creativity

Physical Education is seen to support other academic school subjects as it activates the brain and creates energy to be enthusiastic about school work (Bussel, 2004: The National Curriculum for England, No Date). It gives pupils a chance to work creatively and to work both in a team and individually. Dance in Physical Education within the National Curriculum is seen to be a creative activity alongside sports such as gymnastics and trampolining, giving the students opportunities to create, perform and develop. The word 'creative' is defined as something relating to the imagination and original ideas to create something (Oxford Dictionaries, 2012). In addition to this the Calouste Gulbenkian Foundation (1982) suggests that to be creative, personal achievement must be found and for that person to be creative the work must come from them. This foundation also links the term 'creativity' to intelligence, where it can be trained and developed together with making and producing something original. Politicians and industrialists put effort into ensuring that creative thinking and creative work is present throughout the national curriculum. Mumford (2007) sees creative thinking as a skill opposed to something that is natural and can't be learnt. By creative thinking and work being present in education this could help pupils to engage more in the learning with added enjoyment. Youth Dance England (2010) also views dance as a creative activity, which works alongside other forms of intelligence and enables people to physically express ideas and explore identity, culture and society. Dance in general is seen to be a 'creative' physical activity whether placed in Physical Education, GCSE or outside of education.

2.1.2 Curriculum Content

According to the National Curriculum for Wales (2008), Physical Education is broken down into four sections consisting of health and well-being, creative, adventurous and competitive activities. In each section the curriculum guidelines state what the students are expected to do within certain key stages. Within the

creativity section in key stage three, pupils should be given the opportunity to 'develop and communicate a variety of imaginative ideas and information' (National curriculum for Wales, 2008, p17). The National Curriculum for Wales (2008) also states that students should also be given the opportunity to create movement patterns, perform and evaluate within the group and work on sequences using unison and canon, partner work and experimenting with speed, levels, directions and pathways. In addition to this within key stage three Physical Education, it is aimed to encourage students to improve performance so they can then start to enjoy being able to perform it (National Curriculum for Wales, 2008). Within the English National Curriculum there are six activity areas Physical Education teachers should follow with dance being one of the six activities (Capel & Katene, 2000). Youth Dance England (2012) believes that at all key stages it is important that dance is accessible in a clear and consistent way. Within the 2004 Scottish curriculum, more space has been given to the arts and the importance for creativity to take place has been agreed (Wilson, 2008). The National Dance Teachers Association and Youth Dance England presented a National Curriculum Review for Dance in April 2012 stating the benefit of dance in education and what pupils can do throughout the key stages. The review expressed that dance must always be taught as an art form whether it is situated in Physical Education or Performing Arts, in order to create full learning potential of dance in education. In contrast to this Sanderson (1996) explains that 'dance as art' only appeared in key stage three and four leaving key stages one and two emphasising dance as a physical activity not thinking about the planning, performance and evaluation. This shows the development of dance as art through the years as the National Curriculum Review from 2012 now states that in key stages one and two, students' explore stimuli, communicate ideas, create, watch and interpret. Within The Dance Review, Hall (2007) addressed a problem that occurs with dance in the curriculum being part of the Physical Education and sport; the real artistic and creative value is sometimes lost. Hall (2007) also felt that dance would have much more to offer if it was not placed within Physical Education.

2.2 Students' Expectations

2.2.1 Value of Physical Education

Physical health and wellbeing is important in the development of children and Physical Education being in the school curriculum helps to promote this (Rarick, 1964). Rarick (1964) also felt that Physical Education develops physical growth, strength and emotional and social growth. Students' attitudes and thoughts on Physical Education can differ hugely depending on previous experiences and influences, for example gender, social class, skill level, ethnicity or disability (Silverman & Subramaniam, 2007). The type of activity that pupils are experiencing may also influence perceptions of Physical Education as some activities are more popular with certain genders. Silverman & Subramaniam (2007) stated that overall boys are seen to have more positive attitudes towards Physical Education however other studies show that this may be a result of what activity they are taking part in. Silverman & Subramaniam (2007) go on to explain that overall males are understood to enjoy activities that steer more towards taking risks where they can challenge themselves. Most females on the other hand prefer and favour more aesthetic activities. These judgements may form through stereotypes of males and females however they are not always applicable. In a study looking into Students' attitudes and purposes of Physical Education in Singapore, Wang et al (2008) found that students were seen to have high motivation and intentions to partake in physical activities. Through this research conclusions showed that students believed Physical Education helped to improve self-esteem and taught them how to lead a healthy balanced lifestyle (Wang et al, 2008). Research evidences that students who show no interest in Physical Education will also have no intention of taking part in physical activity outside of school (Silverman & Subramaniam, 1999). This then shows the importance of compulsory Physical Education in school and how it can influence extra-curricular and out of school activities. Students should have the opportunities to develop personally with positive self-awareness through Physical Education and not necessarily just concentrate on the criteria of skilled performers. Teachers may need to adapt and adjust the content of lessons to ensure these opportunities are available (Fossey, 1992). Silverman & Subramaniam (1999) also identify that Physical Education teachers have a very important role when it comes to students attitudes towards Physical Education and that they need to ensure that all students have the ideal opportunities and experiences to learn.

2.2.2 Value of Dance

Dance can offer young people a unique way of learning, expression and communication alongside many health benefits and developments in the knowledge of contemporary cultures (Youth Dance England, 2010). Dance is now available in many schools and Youth Dance England (2010) state that dance being part of schools can improve behaviour, build confidence, link together with local communities if performances take place and through kinaesthetic learning pupils can achieve and develop many lifelong skills. In research looking into children creating dances, Cone (2009) explains that often when children are asked what they would like to dance about their responses may vary, from a range of exciting ideas or shrugging of shoulders with no ideas at all. This may differ due to a students' confidence or previous experience in dance and creative activities. Youth Dance England (2010) stated that children who have experienced a high quality dance session should come out having engaged with a sense of enjoyment over what they have just done. A project was undertaken in 2008 by the Child and Adolescent Health Research unit at the University of Edinburgh, looking to increase participation in physical activity and to promote dance amongst school children. Their report of this project found that before the workshops girls had been more involved in dance than boys and had experienced more genres of dance. Their attitudes about dance were far more positive and they felt they had the ability to dance because they were girls. The boys however displayed more negative feelings about dance and most had never tried it before (Muldoon & Inchley, 2008). Hill & Hannon (2008) suggest that gender differences may influence choices of activity within Physical Education and it has been found that females would select, if offered, more individual non-contact activities, for example contemporary dance. Sanderson (2001) performed research into adolescent's attitudes to dance and found that in relation to ballet dance, females have more positive attitudes towards it as opposed to males. This again links with stereotypes of what are meant to be girls and boys activities and single-sex or mixed-sex groups within Physical Education. Lines & Stidler (2003) suggest that single-sex groups may be most appropriate, to prevent behavioural problems for males and to support learning and achievement for all. Males may decide to 'show off' and

females may feel the need to act in a 'feminine' way if Physical Education classes are mixed-genders. Sanderson (2001) states that positive attitudes of dance must be encouraged at young ages, as this is when main attitudes form. When people get to the adolescence stage this may be too late and attitudes may have already been developed. Dance seems to be an activity predominantly for girls which may limit developments in the subject.

2.3 Knowledge and Experience

2.3.1 Skills and Qualities of Teachers

Dance in schools can sometimes be an unfamiliar subject to Physical Education teachers and is often taught with no knowledge training or support (Goodman, 2012). Similarly, Hall (2007) also expressed that although dance is a subject within Physical Education, it is often taught by non-specialists. A study undertaken by Connell (2009) found that Physical Education teachers responsible for dance wanted more knowledge and understanding of the subject before they taught it. This may provide better quality teaching as teachers will have confidence and familiarity in what they are delivering. Physical Education teachers need to be passionate about their subject and its place within the curriculum and must strive to improve their practices to provide good quality teaching (Henninger & Carlson, 2011). Performance can sometimes make students feel embarrassed or nervous as they may be taking on something new or challenging however, having the support and encouragement from a teacher can help students to gain confidence and find a sense of achievement (Muldoon & Inchley, 2008). Due to Physical Education being a very practical subject it is important that provision and encouragement is applied. Research shows that students' strategies and achievement behaviours can be influenced by the motivational climate the teachers create (Treasure & Roberts, 1995). This also links in closely with Silverman's (2007) thoughts that if teachers create a comfortable and confident learning environment students' are more likely to form positive attitudes for the subject.

2.3.2 PGCE and Training

The one year PGCE courses allow students to become teacher qualified alongside qualified teacher status. In England many sports degree graduates may feel they have a lot of experience in physical activities however the PGCE ensures that the six main activities are covered to abide by the National Curriculum for Physical Education in England (Capel & Katene, 2000). These activities comprise of Athletics, Games, Outdoor Adventurous Activities, Dance, Gymnastics and Swimming. In a study looking into what PGCE students need to develop to become good teachers, Capel et al (2009) found that subject and content knowledge was the main thing that needed to be developed due to fact they had little experience some of the activities. One participant in the study stated that she felt subject knowledge is extremely important as the teachers need to be confident in what they are teaching otherwise the pupils will not engage. Through looking at many responses in this study it is suggested that students who were comfortable at teaching activities they had lots of knowledge of therefore did not want to practice this on PGCE placements; they wanted to use those experiences to teach unfamiliar activities to develop knowledge. Talking to the students enrolled on a PGCE course who were currently training has given the researcher reliable thoughts and opinions on what they feel needed improvement on the training course. What is learnt and experienced in a PGCE can make an impact when in a full time teaching job. If teachers do not feel confident in all activities the quality of teaching will not be the best it can be.

Through reviewing this literature, further research can now be explored using the following methods stated in the next chapter.

CHAPTER THREE
METHODOLOGY

3.0 Methodology

3.1 Approach

When researching literature relevant to the attitudes of dance and physical education, a qualitative approach seemed most appropriate for this study. Research on attitudes or perceptions generally use the qualitative approach and methods such as questionnaires, interviews and documents produce good sources of information (Silverman & Subramaniam, 1999). Through qualitative research, participants voluntarily choose to engage in a study which is rarely compulsory (Clark, 2010) and the data that comes out of the research is not numerical but more of an approach or a way of thinking (Punch, 2000). This type of research focuses more on human feelings and emotions including 'soft' personal data (Walliman, 2005) therefore can identify views and perceptions.

3.2 Research Design

3.2.1 Participants

The participants that took part in this study were from two different schools within the Cardiff area; one school with a specialist dance teacher within their Physical Education department and one school without. This allowed for a comparison between schools with or without a dance specialist teaching dance in Physical Education lessons. Although these schools may differ in relation to their standards, they are both situated in the same geographical area therefore producing reliability in the study. The students from the school were those who were currently taking part in compulsory dance sessions within Physical Education classes which in Wales are students in key stage three. By choosing years 7, 8 or 9 it could be ensured that all students had experienced compulsory dance through their Physical Education lessons whether they enjoyed it or not. Roughly 30 students from each school were selected by the teachers responsible for their lessons, to complete the questionnaire and in agreement with Charmaz (2006), for smaller qualitative projects 25 participants should produce a sufficient amount of information. Due to the fact there were two schools completing questionnaires roughly 60 students were giving information. If a bigger, more in depth project was

taking place more schools may need to be approached however for this research this is a good amount of data to manage.

3.2.2 Data Collection

The method of data collection for this study was a questionnaire (see Appendix A). This questionnaire consisted of open, closed and multiple choice questions all drawn from the literature reviewed. Bell (1999), states that the preliminary reading will help to design the questions relating to important areas that need to be looked into through the questionnaires. Open questions would allow participants to expand on what they were answering or suggest why. Questionnaires can sometimes be an unreliable source of data as the participant could lie or not be in the right frame of mind when completing it. However questionnaires are a quick method of gaining data from many sources. A positive factor about questionnaires is that the questions are fixed and do not change so are the same for every participant (Walliman, 2005). Having the same set questions may suggest reliability in the project as it relates to the consistency of the results gathered (Gratton & Jones, 2010). Also participants from each school may have previously taken part in different activities before answering the questionnaires however they were all filled out within a school environment showing constant conditions to ensure reliability (Bell, 1999). The environment where these questionnaires were given out or the time frame they have to do them may affect the reliability between the schools. Gratton & Jones (2010) also suggests that participants may be subject biased and may sometimes feel they want to write down the 'correct' answer rather than how they feel. To try and eliminate this happening, questionnaires were completed anonymously. This shows ethical consideration as no participants are identified and consent forms (see Appendix B) were offered along with questionnaires. The schools however did not feel consent forms were needed as the students' did not need to write their names. Walliman (2005) also suggests that if embarrassing questions are asked or questions where participants feel nervous about telling the truth, they could answer truthfully as they would not be identified. Participation Information sheets (see Appendix C) were attached to every questionnaire so that students' could gain an understanding as to what the study was about and why it was taking

place. The questions asked in the questionnaire were tailored to find out students' attitudes and ideas of Dance within Physical Education. Face validity is important here so participants know that the questions are relevant to the study and is important that they fill them out with focus (Gratton & Jones, 2010). The participation information sheet provided will have given an insight into what the research is about therefore students will have an understanding.

3.3 Data Analysis

The data collected from these questionnaires was coded, meaning it was organised into sections providing the first form of logical structure to the raw data (Gratton & Jones, 2010). Answers from the questions were tallied and put into tables next to each other comparing the two schools, then organised linking questions together in certain sections. Through breaking down and analysing this data, results then formed into figures and tables to clearly present the outcomes. The next chapter will provide a clear presentation of data and analysis from the questionnaires.

CHAPTER FOUR

RESULTS

4.0 Results

These results were gathered from a questionnaire which had been given to students in two different secondary schools within the Cardiff area. One of these schools had a specialist dance teacher in their PE department (school A) and the other did not (school B). Although it was not requested all participants were female and were in years 7 and 8. 58 questionnaires were completed; 25 participants from school A and 33 from school B. These questions have been sectioned into themes not in the order of the questionnaire.

4.1 Participation

The first question asked the gender of the participants where 58 all answered with female.

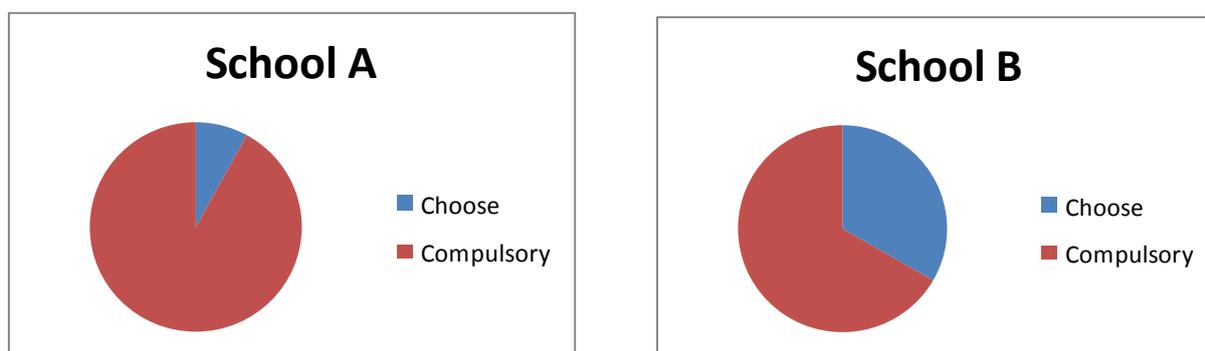


Figure 1: Responses to whether students choose to dance in school or whether they felt it was compulsory.

In school A, an imbalanced result is presented as 2 students stated that they chose to take part in dance in school and 23 said it was compulsory. School B had 11 students saying that they chose and 22 saying it was compulsory.

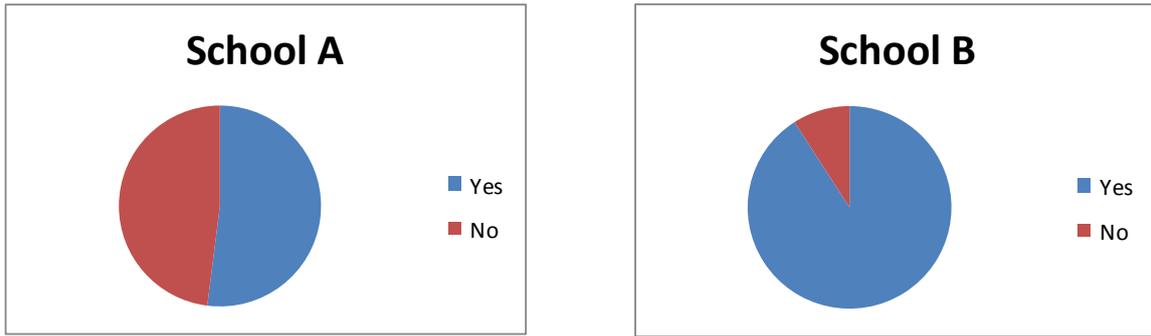


Figure 2: Responses to whether students would choose to take part in dance if it was optional.

The results from school A show a balanced response of yes and no answers as 13 selected yes and 12 selected no. However school B's response was very weighted towards the yes answers as only 3 students felt they would not choose to take part in dance if it was optional.

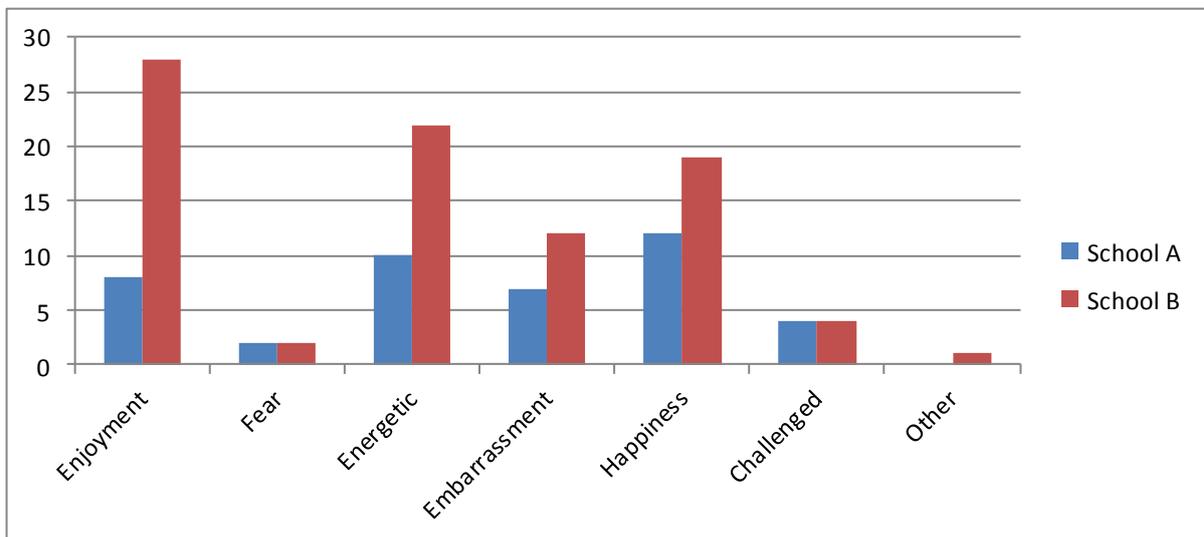


Figure 3: How students feel when participating in dance classes.

These results show that more students from school B feel enjoyment, energetic, embarrassment and happiness when dancing in relation to school A. Both schools equally feel fear and feel challenged however these were responses from a

minimal number of people. 1 participant selected the other option and stated that she felt 'scared as she might perform in front of the class' (School B participant).

4.2 Activities

Table 1: Type of activities students preferred to take part in.

School A	School B
Creative: 17	Creative: 22
Adventurous: 11	Adventurous: 21
Competitive: 7	Competitive: 17
Health and Fitness: 13	Health and Fitness: 14

These were categorised in relation to the National Curriculum guidelines for Physical Education. Over half of the participants from school A stated that they would prefer to take part in creative activities and the least popular activity these students wanted to participate in was a competitive activity. The most popular answer from school B was creative activities followed closely by adventurous activities. Health and Fitness activities were the least favourite from this school. Both schools provided similar results however overall school B seemed to favour more adventurous and competitive activities over school A.

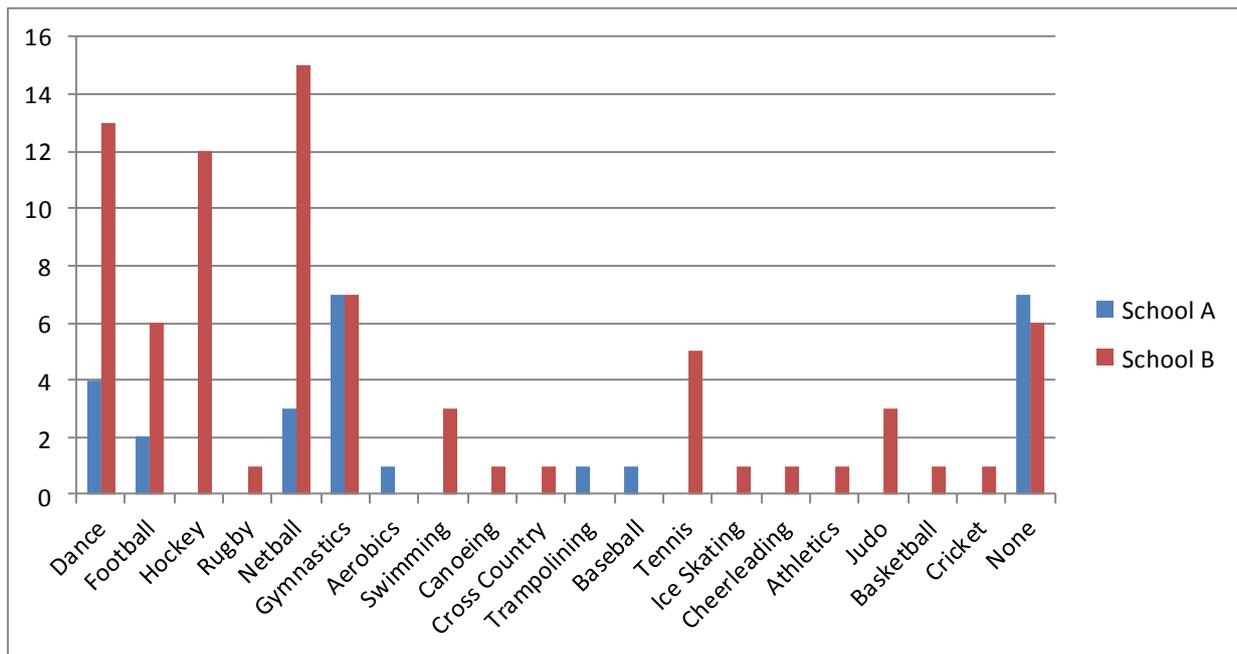


Figure 4: Sports/activities students take part in outside of Physical Education lessons.

These results show that participants from school B generally participate in more sports/activities outside of Physical Education lessons with dance, hockey and netball being the most popular out of these. In contrast only 4 students from school A stated that they took part in dance outside of Physical Education lessons whereas 13 students from school B said this. The majority of results from school A showed that students either did not take part in any sports/activities after school or they took part in netball.

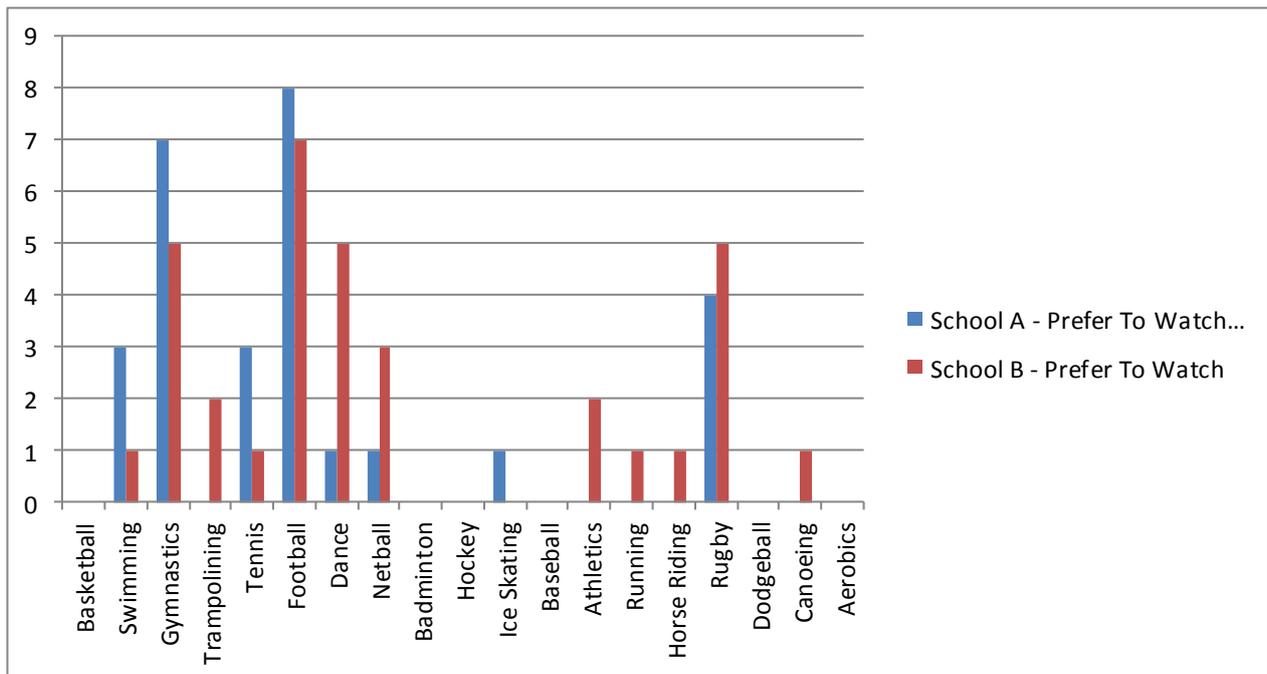


Figure 5: Sports/activities students prefer to watch.

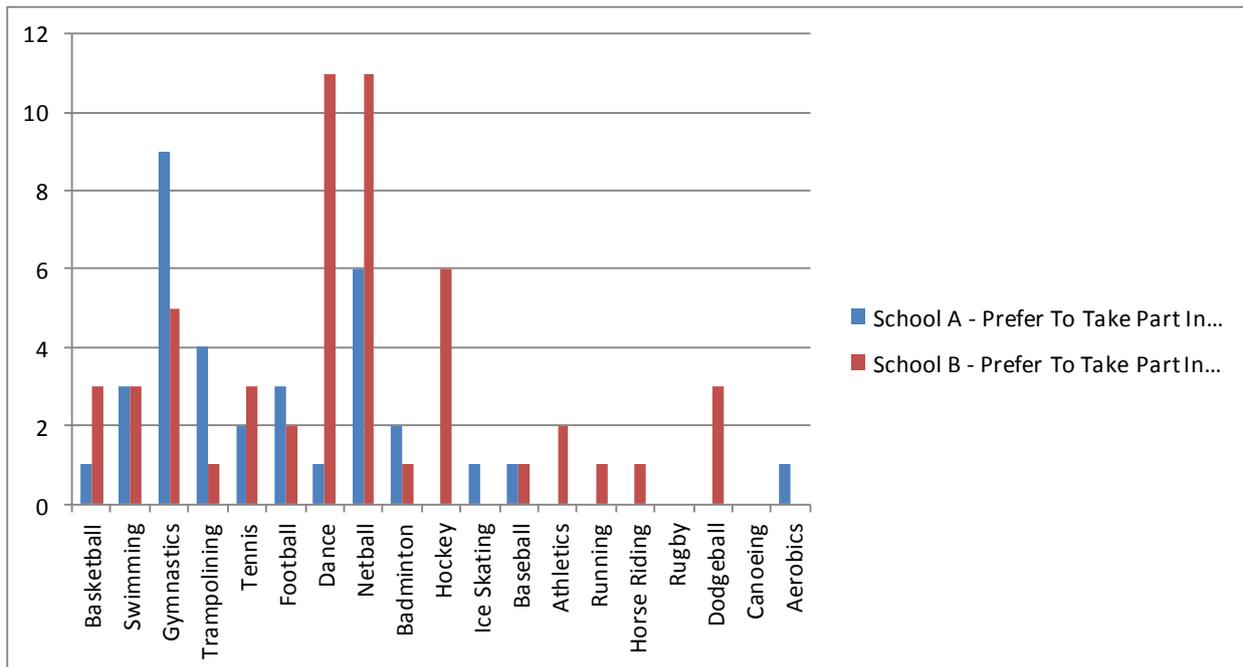


Figure 6: Sports/activities students prefer to take part in.

These results show a range of answers as many students from school A preferred to take part in activities such as gymnastics and netball whereas students from

school B mainly preferred to take part in sports/activities such as netball, dance and hockey. 7 school A students also preferred to watch gymnastics as well as 8 students favouring football as a sport to watch. 8 school B students also favoured football as a sport to watch alongside 7 choosing gymnastics. There is a significant difference between each school's preferred sport/activity to take part in in relation to dance. Only 1 person from school A selected this as opposed to 11 from school B. In addition, 1 person from school A selected dance as a preferred sport/activity to watch compared with 5 students from school B.

4.3 Dance in the Physical Education Curriculum

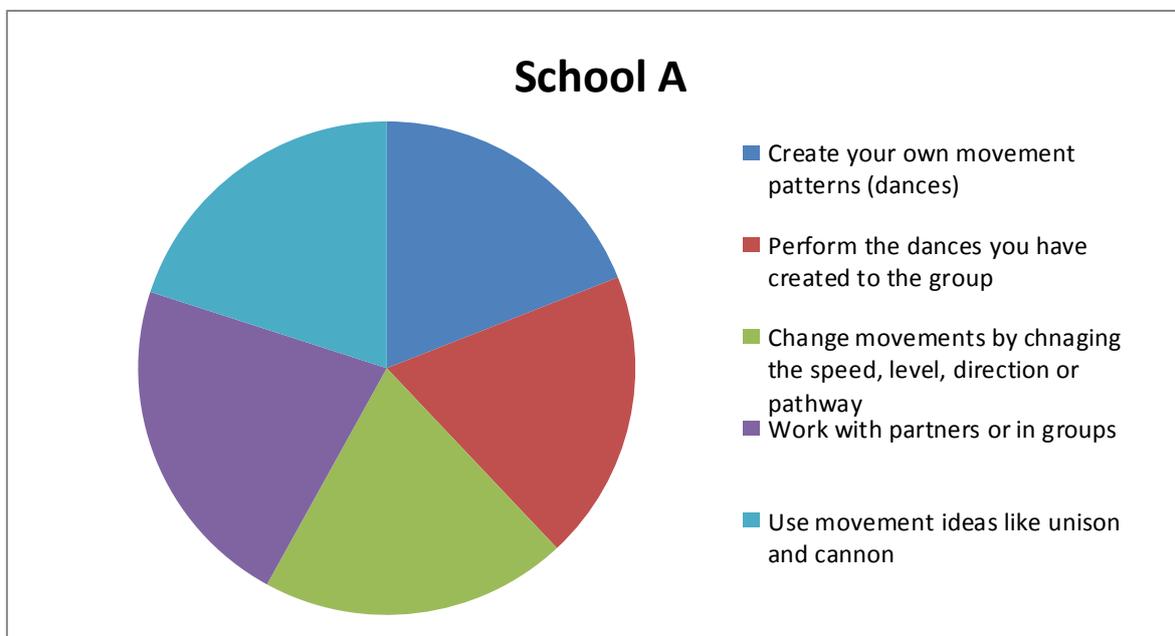


Figure 7: Content of dance lessons (school A).

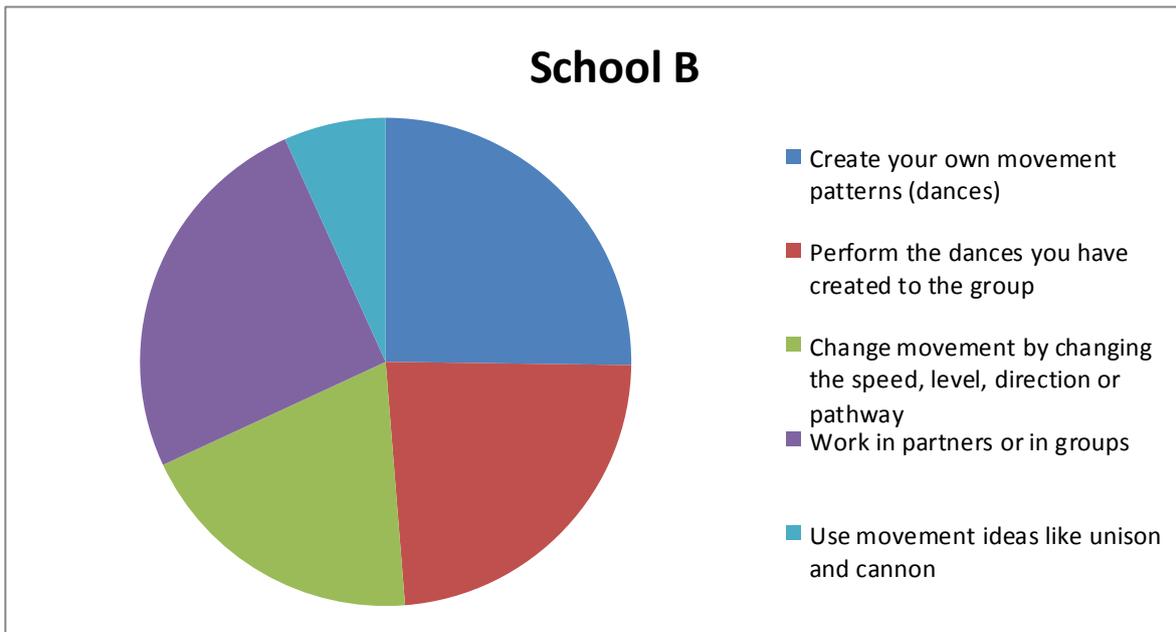


Figure 8: Contents of dance lessons (school B).

School A's results were evenly shared across all of the identified activities, however school B's outcomes are slightly more imbalanced. Only 8 students stated that they used movement ideas such as unison and cannon whereas 30 said they created movement patterns and worked in partners or groups. 20 from school A stated that they used unison and cannon within their dance classes.

Table 2: How dance is available in schools.

School A	School B
Within PE classes: 12	Within PE classes: 14
Outside PE classes: 1	Outside PE classes: 1
Both of the above: 12	Both of the above: 18
None of the above: 0	None of the above: 0

It is clear through these results that all students know that dance is available in their school as no one selected the option 'none of the above'. There is a fairly equal response between both schools about whether dance is available just within Physical Education classes or whether it is available outside as well.

The last question asked was whether they had the same teacher for all subjects within Physical Education. From school A only 1 person answered with yes and the other 24 said no. Respondents from school B answered differently with 21 students answering with yes and 12 answering with no.

Within the questionnaire if students answered no to this question they were prompted to give reasons for their choice. A student from school A wrote that the reason for not having the same teacher for all subjects of PE was because they have different teachers for different activities. 11 students also from school A agreed with this or wrote something similar. 4 students felt that it was because of the way the timetable is done, 2 suggested it was because teachers are trained to do different things and another 2 stated it was because teachers specialise in different things.

Within school B there were not as many comments made on why they thought they had different teachers however 10 people did respond. A student stated that they had a different teacher for games and Physical Education and 2 others agreed with this. Another student said it was because they have two teachers and

again 2 others agreed. Another 2 students stated that is because teachers specialise in different things.

These results will now be discussed in the following chapter linking the outcomes with relevant literature.

CHAPTER FIVE

DISCUSSION

5.0 Discussion

The purpose of this study was to investigate students' attitude of Dance within Physical Education looking into two schools with specialist and non-specialist dance teachers.

Within the National Curriculum for Wales' (2008) overview of what Physical Education should encourage students to do, it states that through creative activities students should improve performance so they can then constantly enjoy performing. A question within this research aimed to find out what students felt when they were dancing (see Figure 3). Students were given a choice of six feelings; enjoyment, fear, energetic, embarrassment, happiness and challenged and a choice of any other they would like to suggest. It is clear through the analysis that school B had a more positive response in relation to their feelings when dancing. 84% of students from school B stated that they selected enjoyment whereas only 32% from school A selected this. In addition to this 58% of students selected happiness from school B and 48% from school A. More students from school A selected challenged and fear than school B. This shows an overall sense of positivity coming from school B with a lot of the students showing that they enjoy dance in their Physical Education lessons. A reason for this may come down to the teacher responsible for these lessons. Although the teacher is not a dance specialist they may be creating a positive environment for the students. This links to what has previously been stated by Silverman & Subramaniam (2007), who suggests that pupils are more likely to form positive attitudes about the subject they are learning if the teacher creates a comfortable and confident learning environment. It also suggests how some students really value their Physical Education experience through the responses given.

As previously stated Youth Dance England (2010) identifies links between dance and creativity enabling people to explore ideas and identity. Within this research students were asked about what type of activity they prefer to take part in (see Table 1). Creative activities proved quite popular from both schools with 17 students selecting it from school A and 22 from school B. The students ticking this box may prove they have some sort of understanding as to what a creative activity

is or maybe what the word creative means. By the amount of responses to that particular answer it may suggest that students prefer to take part in dance as it is a creative activity. Linking to this, Physical Education in the National Curriculum for Wales (2008) is broken down clearly into four sections consisting of health and well-being, creative, adventurous and competitive activities. Again through the students answering this question on what they would prefer to take part in shows they may have an understanding of each section in the curriculum. From school A, 7 students out of 25 selected that they prefer competitive activities and 17 out of 33 from school B. These lower numbers, mainly from school A, may be due to the fact all participants are male. In agreement with Hill & Hannon (2008), males seem to prefer more competitive activities whereas females steer more towards aesthetic individual activities like dance. These gender preferences towards certain types of activities in Physical Activities may link to previous experiences the students have had for example, dance classes or rugby clubs when younger or outside of Physical Education (Silverman & Subramaniam, 2007).

Looking more specifically in to the creativity section within Physical Education in the National Curriculum for Wales (2008), students should be given the opportunity to create their own movement patterns, perform dances they have created, use speed, level, direction and pathway to produce a more complex sequence, work with others in the group and use unison and cannon. When asked in the questionnaire whether the students covered these areas in their dance lessons an interesting result was formulated (See Figure 8). Responses from school A were reasonably equal showing that the students felt they covered most of the areas in their dance lessons. However the responses from school B displayed a more imbalanced result. The first four areas of the lesson content were answered fairly equally yet the area of using cannon and unison was only selected by 8 people out of 33. Interestingly, school B is the school without the dance specialist teaching dance within Physical Education which may suggest why the pupils have responded in this way. It could be that because the teacher from school B is not specialised in the subject of dance, they may have limited subject knowledge, therefore may not know themselves how unison and cannon can be used effectively therefore this is not transferring to the students. As stated earlier, Capel et al (2009) discovered that PGCE students felt that subject and

content knowledge of certain subjects within Physical Education was something that needed to be developed in teacher training. This may then suggest the need for more training in the subject area of dance within the PGCE in Physical Education, as it seems through this research that not all of the dance content is being understood or included in the dance lessons in some schools. Another reason why the area of unison and cannon was not selected as many times as everything else could be that the pupils do not understand or cannot remember that language when creating their dances, however this may again come down to the teaching if there is a lack of understanding of the curriculum guidelines.

Other conclusions found in the study conducted by Capel et al (2009), showed that dance and gymnastics were areas where most of the PGCE students felt they wanted to further their knowledge due to no previous experience in these activities. During the current study questions were asked relating to what sports/activities students took part in outside of Physical Education lessons and what sports/activities they preferred to take part in (See Figure 4 & Figure 6). Results from this question showed that students from both schools selected dance and gymnastics for both questions. In answer to the specific sports/activities that the students took part in outside of Physical Education lessons, 16% from school A selected dance and 28% selected gymnastics. From school B, 39% of the students selected dance and 21% selected gymnastics. These outcomes imply that dance and gymnastics are activities that are fairly common due to students currently taking part in them outside of Physical Education. This may again show the importance of having teachers trained during PGCE's in these activities that are proving to be popular. By the PCGE students being trained in the activities that are popular, a more confident delivery can take place therefore enhancing the school students learning. This also links again with Silverman & Subramaniam's (2007) ideas that if the teachers show confidence and create a happy learning environment, positive attitudes will form which may then enhance learning as the students will feel they are in a comfortable environment.

Following on from this notion of the activities/sports that students partake in in addition to Physical Education lessons, Silverman & Subramaniam (2007) talk about pupils' attitudes towards Physical Education differing due to previous experiences in physical activity. Results to the question asking about what

sports/activities students take part in outside of Physical Education (See Figure 4), show that a number of students are involved in activities outside of these lessons, more so from school B. The most popular activities selected by the students from each school, were chosen to analyse showing, in rank order, that 28% of school A's students selected gymnastics, 16% selected dance and 12% selected netball. From school B, 45% selected netball, 39% selected dance, 36% selected hockey and 21% selected gymnastics. It is clear to see that school B has more students that take part in sport/activity outside of physical education lessons. It has also been concluded earlier that school B feel positively about dance in Physical Education lessons, as 84% of the students said they felt enjoyment when dancing. These results relate again to what Silverman & Subramaniam (2007) suggested as there seems to be a link between students' attitudes and their previous experiences in activities outside of Physical Education. It seems students from school B have more positive attitudes around the subject of dance and are also the students that take part in more physical activities outside of Physical Education lessons therefore have more previous experience in certain activities. These outcomes show the significance of students participating in activities outside of Physical Education lessons as it may form positive attitudes towards dance especially within Physical Education. This also shows potential for a developing interest in dance in key stage three, as from these results it seems pupils' are clearly interested in physical activities. As dance is a physical activity as well, visibility and participation can be highlighted by the schools promoting dance to all students. This would be a positive development as dance is often devalued and disadvantaged as it comes secondary to subjects such as Mathematics and Science (Côté, 2006). This may then improve the status of dance and increase participation.

As suggested previously, students who have no interest in Physical Education are seen to have no intention in participating in physical activities outside of school (Silverman & Subramaniam, 1999). Again looking into the results of the same two questions relating to sports/activities and how students feel when dancing, school A's results present that 28% of students do not take part in any activities outside of Physical Education lessons and the most popular activities that students did

take part in showed no higher than 28%. These results show a lack of students participating in sports/activities outside of Physical Education. As shown earlier, the results of the question looking into how students feel when dancing were not overly positive for school A. Only 32% of students stated that they felt enjoyment when dancing whereas 28% felt embarrassment. These conclusions in a sense support what Silverman & Subramaniam (1999) suggested, as there is no strong interest in the subject of dance within Physical Education and these students also do not show a major interest in sports/activities outside of Physical Education. It can be assumed through results in this study, that pupils may be more inclined to take part in physical activities outside of Physical Education lessons if they have a more enjoyable time when in Physical Education lessons. This may be the teacher's responsibility to make sure the students are enjoying their lessons which links again to Silverman & Subraminiam (2007) thoughts on the environment created by the teacher influencing students' attitudes. If students are given a more positive experience of activities through the environment created by the teachers, they may then be more inclined to take part in activities outside of school which could potentially improve engagement in lessons. When schools are giving students opportunities for what might be new experiences, for example Dance lessons within Physical Education, again the teachers may need to ensure that they create a comfortable learning environment to make certain that students' attitudes form positively. If students are enjoying their lessons they may be motivated to take part in activity outside of Physical Education.

It has been previously stated that within Physical Education, some activities can be more popular with certain genders, showing males enjoying more risk taking activities and females preferring more aesthetic activities (Silverman & Subramaniam, (2007). When questionnaires were given to the teachers to distribute to their students, there was no requirement given whether the participants should be male or female. When the questionnaires were analysed it transpired that all the respondents were female. Dance is seen to be an aesthetic activity therefore if agreeing with Silverman & Subramaniam (2007) this may be why the questionnaires were automatically given to females, as they may have been the only gender partaking in dance during Physical Education lesson. Hill & Hannon (2008) have found that middle school female students would select more

individual, non-contact activities like contemporary dance, whereas males would select more power activities with a sense of competitiveness. Males were seen to not want to take part in dance as it is perceived to be effeminate. This may draw conclusions as to why no males contributed to the questionnaires, as males may not take part in Dance within Physical Education or may not be interested in completing the questionnaire.

As identified earlier Hall (2007) expressed that dance in education is often taught by non-specialists even though it is part of Physical Education. A question was asked in this study whether the students had the same teacher for all of their Physical Education subjects. From school A, 24 out of 25 responded with yes and expanded this with comments as to why they thought this. Many of school A's responses were fairly similar in the fact that most of them felt it was due to specialities and different teachers knowing more about certain activities. Some of the responses are as follows: each teacher has a different speciality' (School A Participant), 'one teacher does dance and gym and the other teaches physical sports' (School A Participant) and 'because miss teaches and knows more about gym and dance and the other miss knows more about netball' (School A Participant). 13 other students responded in a similar way to this. The teacher leading the dance sessions in this school is a dance specialist, which seems to have come across to the students due to their understanding and responses. School B's responses were different to school A's as 21 students answered with yes and 12 answered with no showing that a bigger percentage of the students stated that they did have the same teacher for all subjects. This may suggest that the Physical Education teachers in this school are very versatile and may teach the same group of students for all areas of this subject. From the 12 that answered with no some of the comments were as follows, 'because you can be taught different skills and teachers are specialised in different things' (School B participant), 'because we have a dance teacher and a games teacher' (School B participant) and 'because we have two teachers' (School B participant). Only three other students wrote similar feelings to these. As there are limited responses and reasons why from this school, this may suggest that the need for a specialist dance teacher is something that is not addressed to the pupils as they do not have one in their school. Although the students from this school may not be taught by

someone that is specialist in that subject is doesn't seem to have affected the enjoyment the students feel when dancing as identified previously.

There is a re-occurring theme throughout this discussion, this relating to the learning environment teachers create and how it affects students in different ways. Silverman & Subramaniam (2007) have suggested that students can form positive attitudes if the teachers create a confident and comfortable environment. This study found that although school B did not have a specialist dance teacher, pupils' were seen to enjoy themselves and feel happy when dancing. In contrast to this, although school A had a specialist dance teacher, students self-identified attitudes when dancing were not so positive and a lower percent of students took part in activities outside of Physical Education lessons. This suggests that some of the school A students' undesirable attitudes towards activities outside of Physical Education lessons may affect attitudes towards dance within Physical Education.

Another theme which links in with the above has been identified. Positive attitudes towards Physical Education and dance may be linked to the students' previous experiences of activities (Silverman & Subramaniam, 2007). It has been identified that students from school B who have previously taken part in many sports/activities outside of Physical Education, have more positive attitudes towards Dance within Physical Education. It may also be suggested that as all respondents are female, their previous experiences may have influenced them to take part in more creative activities, which is related to females, as opposed to competitive which is more related to males (Hill & Hannon, 2008). Students' from both schools also showed an interest in dance and creative activities and as all participants are female this supports what Hill & Hannon (2008) suggest.

The last theme recognised is related to teachers' subject knowledge and how it may affect students' attitudes. Results from both schools show that dance is a popular subject and many students take part in it outside of Physical Education lessons. Capel et al (2009) stated that dance is an activity that teachers in training found they wanted more content and subject knowledge. Dance being a popular activity highlights the importance of good high quality training in this activity within PGCE provision. If the teachers then have confidence in what they are delivering

this may be reflected in the positive attitudes of the students towards dance. The lack of specialism in dance within Physical Education may also affect subject knowledge and is something that again may need to be developed in PGCE training. Results from school B showed that a limited amount of students selected dance specific language and ideas in their dance lessons which suggests the curriculum is not being fully delivered. This again may reemphasise the fact that content and subject knowledge is important when teaching dance within Physical Education and overall can create confidence which may then create positive attitudes.

These ideas suggest that in having a combination and balance between a positive learning environment in Physical Education lessons and specialists with subject and content knowledge, good quality dance experiences for students within Physical Education can take place.

CHAPTER SIX

CONCLUSION

6.0 Conclusion

6.1 Key Findings

The main themes identified within this research are the students' attitudes towards dance in Physical Education, relating to the environment created by the teachers, the students' previous experience and general attitude to physical activity and the teachers' subject and content knowledge.

6.1.1 Positive Approaches to Physical Activity

Silverman & Subraminiam (2007) have suggested that positive attitudes are more likely to be formed by students learning in a confident and comfortable learning environment created by the teacher. The study has supported this, as results from one school had suggested overall positive attitudes towards dance, although they did not have a specialist dance teacher, implying the environment created was positive. Physical Education teachers may benefit from this knowledge and may want to give focus when planning lessons to ensure the learning environment is confident and comfortable. There has also been a suggestion that positive attitudes may form towards dance in Physical Education from involvement of other activities outside of these classes. This may also have a reciprocal benefit as positive attitudes towards Physical Education lessons may encourage participation in additional activities. This then shows the importance of extra-curricular activities as they may affect attitudes within curriculum time activities. This could also encourage schools to provide more opportunities for activities outside of curriculum time, as students may then form more positive attitudes in curriculum time. Another outcome of the study showed that dance is often not taught by specialists (Hall, 2007) and more subject and content knowledge may be needed in training prior to teaching it within Physical Education. Results showed a slight lack of curriculum dance language being used within the non-specialist school suggesting more knowledge is needed of the subject of dance and a lot of students' showed they understood that Physical Education teachers are assumed to be specialists in certain subjects. This information can be valuable to the

relevant PGCE body's to suggest that dance content within these courses includes a more in depth study into the content and subject knowledge of dance.

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6.1.2 Further Research in Relation to Findings

A clear picture has been established relating to the teachers' approaches and learning environments in lessons linking to the students' attitudes. The next step after this could be to research the teachers' perspectives, as this study only looked into what the students' thought. By doing this it could add to the understanding of what has been said about confidence in teaching and comfortable learning environments having an influence on students' attitudes within dance in Physical Education. To add to this, observations could take place to then get an overall view of what both the pupils and teachers are doing in the same environment. If focus groups were undertaken with pupils' in this study, more information could have been collated and more in depth and reliable results may have been found. Students' would have had the opportunities to explain why after they had explained what they felt.

6.2 Critical Reflection

The research method used for this study provided clear results and attitudes from two schools linking to dance in Physical Education therefore helping to contribute to knowledge and support current literature. The range of literature used helped to create a base of ideas to work this study around, identifying what needed to be researched. The literature review was used to create the questionnaire which ensured that it was relevant to the research question. Reliability, validity and ethics were all considered throughout the study. Some evidence of this includes the exact same questionnaires being distributed to all participants, all questionnaires being anonymous and all students understanding what they are taking part in through an information sheet.

A limitation of this research could be that all of the respondents were female. If males also answered questionnaires there could have been more information to support Hill & Hannon's (2008) suggestions about male and female preferences to

certain types of activity. Another restriction of this study could be that all participants were in key stage three. If students' attitudes in key stage four were researched there may have been developments throughout their time in education. Another limitation could be the range of schools used for the research. Both schools were located in city areas, whereas results from more rural school environments may differ. A greater amount of schools may have also improved this study as more students' attitudes would have been identified and compared.

The limitations identified offer a future development of the study however the strength of the method used, found value in the findings. Key stage three's students' thoughts and attitudes of dance within Physical Education were explored within this research. The results showed an overall sense of positivity in the attitudes if the teaching environment is considered, if teachers have the content and subject knowledge and if students' take part in activities outside of Physical Education lessons.

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APPENDIX A

Secondary Education Pupils Questionnaire

This questionnaire aims to find a bit more information about pupils' thoughts on Dance and Physical Education in Secondary Schools.

Please tick boxes as appropriate

- Q1** **Are you Male or Female?**
Male
Female
- Q2** **How is dance available for you in your school? (Please tick ONE box)**
Within P.E. classes
Outside P.E. classes
Both of the above
None of the above
- Q3** **Do you choose to take part in dance in school or is it compulsory? (Please tick ONE box)**
I choose to take part in dance lessons.....
I have to take part in dance lessons because it is compulsory
- Q4** **If dance was optional would you choose to do it?**
Yes.....
No
- Q5** **In your dance classes, do you... (Please tick as many boxes as you feel appropriate)**
Create your own movement patterns (dances)
Perform the dances you have created to the group
Change movements by changing the speed, level, direction or pathways
Work with partners or in groups
Use movement ideas like unison and cannon
- Q6** **What do you feel when you are dancing? (Please tick as many boxes as you feel appropriate)**
Enjoyment.....
Fear.....
Energetic
Embarrassment.....
Happiness.....
Challenged.....
Other.....
(Please state in the box)
- Q7** **What physical/sport activities do you take part in outside of P.E. lessons? (Please tick as many boxes as you feel appropriate)**
Dance
Football
Hockey.....
Rugby

- Netball.....
- Gymnastics
- None.....
- Other.....
(Please state in the box)

Q8 What is your favourite sport/physical activity to take part in?

Q9 What is your favourite sport/physical activity to watch?

Q10 Would you prefer to take part in a... (Please tick as many boxes as you feel appropriate)

- Creative Activity*
- Adventurous Activity*.....
- Competitive Activity*.....
- Health and Fitness Activity*.....

Q11 Do you have the same teacher for all of your P.E. subjects?

- Yes.....
- No.....

If **NO** why do you think this?

Thank you for your time
Researcher - Rachel Newton

APPENDIX B

Cardiff Metropolitan Informed Consent/Assent Form

Title of Project: Students' Attitudes towards Dance within Physical Education

Name of Researcher: Rachel Newton

Please circle words as appropriate.

I agree that I have read the participation sheet and have asked about any issues I may have concerning the project. **I AGREE/ DISSAGREE**

I agree that at any point in the project I am able to stop without having to explain why. **I AGREE/ DISSAGREE**

I agree that if I do stop participating, my legal rights and relationships with Cardiff Metropolitan University will not be affected. **I AGREE/ DISAGREE**

I agree and understand that my perceptions will be used in reflections however interview information will not be identified by my name. **I AGREE/ DISAGREE**

I agree to take part in this study. **I AGREE/ DISSAGREE**

Participant
Name:.....

Participant
Signature.....DATE.....

Name of person giving
consent:.....

Signature of person giving
consent.....DATE.....

APPENDIX C

Appendix C – Participation Information Sheet

Participation Information Sheet

There are many debates about whether dance should be part of P.E. and whether the dance curriculum taught in P.E. is appropriate and successful. I aim to look into pupils' perceptions and thoughts about dance being part of P.E lessons.

This research will involve me giving out questionnaires to your P.E. class. Once these questionnaires have been handed back to me, you will be asked if you would like to attend a focus group with me to join in with some activities and discussions about my research idea. This will take about 30 minutes and will be arranged for a time that is convenient for you.

Your role within this research will be to answer the questions as honestly as you can and if attending the focus group be prepared to interact and talk about your experiences and thoughts on dance in your school. If you do not want to answer certain questions in either the questionnaire or the focus group you do not have to. You have the right to stop taking part at any time during this study without having to give a reason why.

By agreeing to take part in my project you will be allowing me to use the information you have given me in my analysis and results. You will not need to put your names on the questionnaires and names will not be used when writing about the focus group discussion.

Information you disclose to me will be kept safely at all times and will only be read by my research supervisor and myself. If you would like to contact me about any issues regarding this research please use the forms of communication below.

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