# Cardiff School of Sport
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| **Dissertation title:** AN INVESTIGATION INTO HOW MOTVATIONAL AND CULTURAL BARRIERS AFFECT A WOMANS CHOICE IN FITNESS CLASSES. | |
| **Supervisor:** Melissa Anderson | |

| Comments | Section |
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| | **Title and Abstract (5%)**  Title to include: A concise indication of the research question/problem.  Abstract to include: A concise summary of the empirical study undertaken. |
| | **Introduction and literature review (25%)**  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). |
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| | To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol. |
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[2] There is scope within qualitative dissertations for the RESULTS and DISCUSSION sections to be presented as a combined section followed by an appropriate CONCLUSION. The mark distribution and criteria across these two sections should be aggregated in those circumstances.

# CARDIFF METROPOLITAN UNIVERSITY

## Prifysgol Fetropolitan Caerdydd

## CARDIFF SCHOOL OF SPORT

## DEGREE OF BACHELOR OF SCIENCE (HONOURS)

## SPORT DEVELOPMENT

## 2013-4

# AN INVESTIGATION INTO HOW MOTIVATIONAL AND CULTURAL BARRIERS AFFECT WOMENS CHOICE OF FITNESS CLASSES.

## (Dissertation submitted under the discipline of Management & Development)

## STEPHANIE EDWARDS

## ST20005452

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# AN INVESTIGATION INTO HOW MOTIVATIONAL AND CULTURAL BARRIERS AFFECT WOMENS CHOICE OF FITNESS CLASSES.

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## <u>A*cknowledgements*</u>

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## *Abstract*

Despite Sport Wales' (2012) attempt of creating initiatives to increase participation levels for all, women are still under represented in sport, with only 51% of female participating in regular physical activity compared to 62% of males. An example of an initiative Sport Wales' (2012) is the "The Women's in Leadership Programme". Its aim was to address the issue of low levels of women within Wales in senior positions. This was enforced within all sports in the sporting industry to attempt equality between genders in sport. However Gorely et al*., (2003) stated many women who take part in physical activity, especially more non feminine appropriate sports, are seen as unfeminine and do not reflect the feminine ideal, therefore created a barrier for women wishing to participate in sport. This was reiterated by Sport Wales (2012) who indicated that there is still a gender divide in terms of participation levels and which sports which women are taking part in.

The current research focuses upon women and whether certain motivational and cultural barriers affected their choice of fitness class. This study used a qualitative approach of semi-structured interviews (n=6). These females all fit the criteria of participating in at least 1 fitness class per week thus provided an appropriate contribution to knowledge and possible solutions to over the issue. The results concluded alongside the review of literature, that there was a gender difference in association with choice of fitness class. There were many suggestions of influences for women these ranged from their parents, families, peers, PE structures within school or certain sports having gender labels and society's views of women in sport and women's preferences of preferring non-competitive sessions. Hence showing it was evident many barriers needed to be overcame for women's low levels of participation in sport and fitness. A recommendation for future research would be to undertake the study upon males to find out whether they agree with society's norms, that women are the weaker sex in association with sport.

# CHAPTER 1

**<u>Introduction</u>**

*1.0 Background*

Within the sport, physical activity and recreational field there are many barriers which prevent people from taking part (Sport Wales, 2012). Statistics have shown that more men take part in sport than women, with 62% of men and only 51% of women participating (Sport Wales, 2012). This is also demonstrated in the Health Survey for England (1998); despite 30% of the adult population doing enough activity to meet health guidelines, there are significant differences between men and women, with 37% of men meeting guidelines compared with just 25% of women

Furthermore, there are several minority groups which are associated with lowest levels of participation (UK Sport, 2012); however, Women are associated as being one of the main target groups which sport development wish to work with, as their participation levels are one of the lowest (Sport Wales, 2012). Therefore, in order to try increase participation, development officers need to first of all identify the barriers which prevent women from taking part so that they understand what areas they need to focus upon. Johnson and Millar (2012) believe there are still large gaps in knowledge, practice and research in relation to these psycho-social factors that influence women and girls as participants. Johnstone and Millar (2012) consequently suggest that the only way they will be able to learn about women's specific interests, needs and experiences is by talking to all women who are either active or non-active. As a result, progress can be made into understanding what the best systems are in order to increase participation (Johnstone and Millar, 2012). As shown by Sport Wales' (2009) people segmentation survey women are separated into different sections, as shown in table 1.

Table 1. People Segmentation table, Sport Wales (2009)

| Name | Age | Population | % of pop$^n$ | Any participation in sport (%) |
|---|---|---|---|---|
| Rhys | 18-25 | 76,595 | 3.3% | 82 |
| Gav | 18-25 | 99,786 | 4.3% | 76 |
| Lisa | 18-35 | 302,082 | 12.9% | 60 |
| Siân | 18-45 | 191,011 | 8.2% | 69 |
| Mark | 26-45 | 158,294 | 6.8% | 73 |
| Steve | 26-45 | 236,847 | 10.1% | 66 |
| Huw | 26-45 | 86,313 | 3.7% | 72 |
| Christine | 36-65 | 283,079 | 12.1% | 51 |
| John & Ann | 46-65 | 288,214 | 12.3% | 58 |
| Tony | 46-65 | 226,710 | 9.7% | 46 |
| Bob & Betty | 66+ | 190,947 | 8.2% | 43 |
| Dot | 66+ | 202,886 | 8.7% | 28 |

As shown above Lisa, Sian, Christine, Ann, Betty and Dot represent a certain prototype of women within Wales. All women supported indoor activities and personal fitness activities rather than outdoor traditional sports. All women had different incentives for taking part in sport however there was limited information on whether any motivational or cultural barriers influenced their decisions. For example whether they actually preferred more fitness based activities such as synthetic fitness classes or if there have been external influences which guided them to this decision.

*1.1 Aims and Objectives*

The aims and objectives of this study were to investigate whether motivational and cultural barriers caused women to favour with certain fitness classes over others. The main research issues addressed will be:

- Do "society's norms" create a major barrier for women in sport?
- Have any external influences such as physical education/parents/peers shaped the views or opinions for women's participation in sport?
- Do women prefer more synthetic fitness classes or are they pressured into doing so by "society's norms"?

- What can sport development do in order to overcome any perceived barriers?

# CHAPTER 2

## Review of Literature

*2.0 Barriers and motivations to sport*

A barrier is defined as something which prevents people taking part in something, in this instance, physical activity (Hyltan and Branham 2008). Biddle (2008), believed that these barriers which arguably are preventing adults from taking part in physical activity can be split up into four main groups; emotional, physical, time availability and motivational.  Alternatively, Hyltan and Branham (2008) categorised the barriers as physical, economic, motivational, cultural and political. Furthermore, Hyltan and Branham (2008) stated the following  "Motivational barriers to participation relate towards a conflict with self-image, viewed in the light of the perceived image of an activity .Cultural barriers to participation are linked with a discomfort associated with the perceived cultural image of an activity" (Hyltan and Branham, 2008, p. 53). These statements describe the suggested barriers behind why women choose to take part in certain classes rather than others, which are far less populated by women (Sport Wales, 2012).

The "As part of Sport Wales' commitment to the 'Vision for Sport in Wales' and equality of the 'Women in Leadership Programme' was established to take positive action to help address the low levels of women in senior positions in sport in Wales" (Women and Leadership, Sport Wales, 2012). However, despite providing opportunities for more women to become members of authorities within sport, it doesn't suggest that this is the clear cut solution into increasing the percentage of women taking part in any form of physical activity, as previously discussed there are many other possible barriers would also need to be addressed (Hyltan and Branham 2008). Furthermore, Sport Wales (2012), understood that there is an issue with low levels of female participation, hence creating a new scheme called "What Moves You?". This initiative involved Sport Wales liaising with local authorities; leisure centres and sports clubs to provide activities which women are interested in. Nevertheless providing activities is not a clear cut solution due to the barriers women deem to have.

In addition, it has been portrayed in the world of sport that females who do take part in physical activity do not reflect the feminine ideal, and are often perceived as unfeminine, homosexual and butch (Gorely *et al.,* 2003). This has been seen to be a massive barrier for women as it discourages many from wanting to take part in sport, in particular, the non-feminine appropriate sports such as boxing and rugby which require competition elements (Stafford 2011).

The table below demonstrates perceived motivations for young girls and females who wish to take part in exercise.

Table 1. (Street Games, DCMS, 2010)

| Factors | % Females |
|---|---|
| Cheap to do | 65% |
| Easy to get to | 52% |
| If sessions focused on getting fit rather than competition | 26% |
| A really good coach/instructor | 26% |
| Girls/Boys only sessions | 26% |
| If taking part helped learn skills | 23% |
| If sessions included social time | 23% |
| Wider range of activities | 20% |
| If kit and equipment provided | 19% |
| If I could turn up changed or knew changing rooms were clean | 12% |
| If there were incentives for attendance | 11% |
| If there were more opportunities for competitive matches | 10% |
| If there were more social leagues/fun matches | 10% |

Firstly, the table demonstrates how only 10% of females would like more opportunities to take part in competitive matches, supporting Stafford's (2011) point, strengthening the validity of the view that females feel discouraged to take part in competition due to the consequence of an unfeminine portrayal. Alternatively, this percentage could be due to being pressured into doing so in case they got labelled negatively, rather than what type of activities they actually wished for. Hence, identifying the significance of further knowledge to find out whether this is accurate, or women do actually prefer more synthetic activities.

*2.1 Women in society*

Firstly, despite the evidence demonstrating an increase in women's participation in sport over the years (Sport Wales, 2012), there still appears to be people with the perception that the image of women taking part in certain sports is wrong (Furlong 2007). In relation to the barriers previously discussed, Cockburn and Clack (2002, p.48) also suggested that one of the major barriers for both women and girls is related to "the dominant social belief that sport is a male pursuit and as a result, is not a part of an appropriate feminine identity"; thus preventing women taking part in certain fitness classes and consequently preferring more synthetic activities, in order to avert being associated with any form of male traits (Furlong 2007).  In addition, Hylton (2013) believes there is still evidence to suggest the women taking part in male dominated sports are prevailing cultural norms of social structure and are furthermore, seen as invading on male territory. Statements such as this can allow us to assume, that still there isn't equality in sport and physical activity.

 Park (2010) continued this theory by identifying that sport has emerged a primary area of controversy about men's and women's roles. This suggests that there is still a debate whether women and men should be competing in the similar physical activities linking to the study, whether this is a reason women choose more feminine associated activities which are socially acceptable to women's roles (Park, 2010).Hyltan and Branham (2008) then concluded that social influences, such as family, friend or school can either empower or discourage sport participation, and could act as a potential barrier.

It has been portrayed that women shouldn't be participating in sport, due to the potential harmful masculinizing effects (Colker and Widom, 2004). Providing an example of how males have been seen to be more dominant within sport.Hyltan and Branham (2001) agreed that sport is directly influenced by society and consequently many of the wider processes of society express themselves in the realms of sport. Suggesting where there is prejudice, discrimination, power differentials and social exclusion in society, this will be also manifest in sport (Hyltan and Branham, 2008).

Previous research associated with secondary school participation, explains how sport has been a place where men can still assert their dominance and supremacy

(Birrell& Cole, 1994; Mean 2001; Hong 2003). Caudwell, (1999); and Thompson, (2000) alleged that traditional values and traits associated with many sports, physical contact, violence, and aggression, are considered a male traits rather than female.. As shown overleaf in table 3 are the percentage of the most popular sports within secondary schools, for girls and boys. As shown there is a significant difference in which sports are undertaken by both genders. However this could be how women get involved in more feminine associated activities such as dance and aerobics as throughout their school years is it deemed to be socially acceptable. Despite this within the Sport Wales (2009) survey, several girls commented on hockey being too aggressive and would rather non-contact activities. In addition several girls commented that they didn't feel comfortable exercising with boys watching. These views could have occurred over their school years and influenced their adult life. This is discussed in more detailed in section 2.3.

*2.2 Men and women's attitudes to sport and fitness classes*

In relation to men and women's attitudes towards fitness classes, a study explored the nature of attitudes and motivation relationship in adult participation, in fitness classes. The results stated that men and women had a significant difference in attitude and motives when choosing a fitness class. Results concluded that men would rather take part in self-monitored circuit training where as women wished to take part in more fun, enjoyable dance related fitness, such as Zumba (Biddle 1985). Nevertheless further research would be needed to address the issue of generalized attitudes about physical activity and their relation to motives. This examination proposes that men and women have different attitudes towards physical activity however there hasn't been further research into the why, how and whether these attitudes could be overcome to make women and men more equal.

Within the Sport Wales' (2009) survey it suggested that currently traditional sports – football, rugby union and golf – feature in the 'top 10' activities amongst men, while activities such as keep fit / dance exercise and aerobics are amongst the top 10 activities for women. As shown in the percentage ranking within figure 2, there is a large difference in the most popular sports between genders.

Table 3.Percentage chart of popular sports (Street Games, 2010)

| | Male % | Rank | Female % | |
|---|---|---|---|---|
| Walking (over 2 miles) | 32.7 | **1** | 34.8 | Walking (over 2 miles) |
| Football | 12.9 | **2** | 12.5 | Swimming |
| Weight-bearing strength/conditioning activities (toning / weight training / body building) | 11.4 | **3** | 8.2 | Exercise bike / exercise machine / step machine * |
| Swimming | 10.3 | **4** | 6.7 | Keepfit / dance exercise / aerobics |
| Cycling | 9.6 | **5** | 4.2 | Weight-bearing strength/conditioning activities (toning / weight training / body building) |
| Exercise bike / exercise machine / step machine * | 9.4 | **6** | 4.1 | Cycling |
| Jogging | 7.5 | **7** | 3.0 | Jogging |
| Golf | 5.6 | **8** | 2.6 | Any dance |
| Pool * | 4.0 | **9** | 2.2 | Yoga / Pilates |

*2.3 Perceptions on sport for children (External influences/PE in schools)*

Sport Wales (2012) believe a person's perspective upon sport comes from a young age. Jacob and Eccles (1992) agreed that what you've grown up to believe may influence you when you reach your adult life.

Previous research, investigated the relationship between mothers' gender stereotypic beliefs and their perceptions of their children's abilities within sport. Which revealed that the mothers' stereotypic beliefs interact with the gender of their child, to influence their perceptions of the child's abilities, in favour of the male population (McCauley, *et al.,* 1980). Therefore the mother's gender role beliefs influencing these attributions from the time the child is young, creating an impression of the child's ability that is consistent with the parents' gender role beliefs. Both sexes participate at different rates in sports activities and parents rate their sons to have more competence in sports than their daughters; and boys rate themselves

much more competent in sports than girls as young as age 6. Subsequently does this perception get reinforced from the children into their adult life due to males being categorised a dominant sex within sport. This is reiterated by Weiss and Duncan (1992) who believe that if parents do not guide their children into understanding sport in the current society then children might develop negative attitudes towards physical activity. Sport Wales (2009) have understood this issue and attempted to overcome this by introducing the Play to Learn initiative, which involves young children participating in sport, and providing physical and psychological benefits towards the children from an early age to encourage physical activity.

A considerable amount of literature has been published on attitudes of secondary school students towards physical education with regard to sex and sport participation. These studies Carlson, (1995), Portman, (1995), Ennis, (1996), believed that pupil's attitudes towards physical activity in school may have a negative effect on children's attitudes of participation when leaving school. This is reinforced by Caudwell (2013) believed that positive sport experiences can contribute to the full inclusion of girls and women by enhancing their health and well-being; fostering their self-esteem and empowerment; facilitating their social inclusion and integration; changing gender norms; and providing opportunities for female leadership and achievement.

There is a large volume of published studies describing that boys have more positive attitudes towards physical activities that were challenging (Smoll and Schutz, 1980; Folsom-Meek, 1992), whereas girls reported more favourable towards physical activities emphasizing aesthetics (Smoll and Schutz, 1980; Birtwistle and Brodie, 1991; Hicks, Wiggins, Crist, and Moode, 2001). This links in connection with the current research untaken signifying that females may just wish to take part in more synthetic activities, due to enjoyment, emphasising there are not any barriers preventing them choosing other activities. Consequently school and family norms may have guided them to this decision (Koca and Demirhan 2004). As shown in table 4 and 5 are the current most popular sports participated by each gender.

Table 4.Percentage of girls taking part in certain sport (Street Games, 2010)

| Sport | 2004 | 2006 | Change |
|---|---|---|---|
| Netball | 89% | 80% | -9 |
| Athletics | 74% | 69% | -5 |
| Gymnastics | 75% | 68% | -7 |
| Baseball / Rounders / Softball | 72% | 65% | -7 |
| Hockey | 73% | 65% | -8 |
| Dance | 55% | 53% | -2 |
| Tennis | 46% | 48% | 0 |
| Cross country running | 46% | 43% | -3 |
| Circuit training | 44% | 42% | -2 |
| Fitness classes (e.g. aerobics) | n/a | 42% | n/a |

Table 5.Girls and boys percentage figures (Street Games, 2010)

**Table 3: Percentage of boys in secondary school undertaking different curricular activities over the course of a year**

| Sport | 2004 | 2006 | Change |
|---|---|---|---|
| Football | 91% | 81% | -10 |
| Rugby | 85% | 80% | -5 |
| Athletics | 75% | 70% | -5 |
| Basketball | 66% | 58% | -8 |
| Gymnastics | 67% | 58% | -9 |
| Cricket | 58% | 55% | -3 |
| Baseball / Rounders / Softball | 56% | 55% | -1 |
| Cross country running | 48% | 48% | +/-0 |
| Circuit training | 48% | 45% | -3 |
| Tennis | 39% | 35% | -4 |

A large and growing body of literature has investigated why non participants do not take part in any form of sport. Sport Wales (2012) believe the main reasons for females non-participates were time, transport and childcare. This is also suggested

by Sport England (2012), who stated the barriers within England are similar, listing length of facility opening hours and the lack of a company to go with were also key barriers. In relation to both governing bodies, they believe that significant emotional barriers to participation for women are related to notably low levels of body confidence (Sport England 2012).

*2.4 Sport Development*

Within the sport and physical activity industry, the sport development department are the main providers for attempting to overcome barriers to physical activity. Sport development is described as a process whereby effective opportunities, process, systems and structures are provided in order to encourage all sorts of people to take part in sport and recreation (Thomson, 1992). It seems necessary to consider the role of the development sector; a sport development officer would need to provide women, which are one of the minority group's an effective system to overcome the issue of why they might favour certain more feminine related fitness classes.

From a sport development perspective, an officer needs to understand whether these attitudes are preventing women from taking part in sport as a whole or certain activities and aim to overcome them by providing activities which females may prefer (Hyltan and Branham 2012). For example McAllister (2012) believes that girls do not have less desire to take part, however have more barriers to overcome than men. However neither the understanding nor practice has been connecting to provide women with the adequate activities. A possible barrier is a lack of women in leadership roles within sport (McAllister, 2012)(Sport Wales, 2012).

 During the period of 2001-2009 UK Sport have attempted to develop a number of initiatives to support the role of women in sport and to address any gaps in all aspects of sport, for example as a participant, coaching and administrator (UK Sport, 2012). This was connected with Sport Wales (2012) findings that within sport there urgently need to be more women in leadership roles to guide women. It is no secret that women are severely underrepresented in the boardrooms of sport's major bodies in Wales (Sport Wales, 2012). Therefore this could be a barrier for women that they don't have enough female role models to encourage participation.

As discussed in section 1.3 and 1.4 external influences such as physical education in school and parents have been possible barriers decreasing female participation. Furthermore there is still literature which believes these views will not change unless the grass root problem of parental education and the national curriculum in schools is changed (Jacob and Eccles, 1992).

*Conclusion*

Burden (1998) believes that equality society is something that most people would like to see. However Barber et al. (1998) declared that gendered aspects of involvement in physical activity have not been studied enough, even though there is continued evidence of gender differences in participation rates, in many leisure activities (Robinson & Godbey, 1993). Hence, signifying the value of this study.

# CHAPTER 3

## **Methodology**

*3.0 Introduction*

Within this study a qualitative approach is used to attempt to discover and overcome the motivational and cultural barriers behind why women choose certain fitness classes.  Cresswell (1998) described qualitative research as "an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem" and suggests that researchers "builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (p.15)" . Qualitative research has several benefits, for example it provides participants with the chance to reveal sensitive or detailed information relating to motivations and experiences which they might not be able to in quantitative research, and this can contribute to knowledge (Hatch, 2002). As stated by Thomas and Nelson (2001) qualitative research focuses on a person's view of the world which varies from each person's perception and is highly subjective.

Picard (2000) states that typically qualitative research has no measurements or statistics compared to quantitative research, but uses words, descriptions and quotes to explore meaning, therefore provides more personal detail which is needed for this type of research. Hatch (2002) also suggests that the participants may benefit from having someone observe them and talk to them if they struggle giving truthful answers and a researcher can probe the interviewee to elicit information.

However it is not expected that all research will be risk free, with any risks or limitations there must be benefits to counteract them (Hatch 2002). Oppenheim (1992) and Sanchez (2006) suggested that qualitative research is a much longer process due to the timescale of interviews however due to the nature of the study, in-depth verbal responses will enable the researcher to gain a more understanding of the topic compared with a quantitative approach. However within qualitative research, it is essential that researchers employ methods to increase validity. Validity relates to the extent of the research procedures which measures what it needs to measure (Hatch 2002).  These should include protecting all information and to provide anonymity and confidentiality therefore the participants are reassured that

they can provide personal information within a secure environment (Hatch 2002; Gratton and Jones, 2010). This can be difficult to achieve in certain circumstances, for example due to the personal nature of certain topics participants may not wish to provide truthful answers. The current study did not require interviewees to divulge sensitive information; however, they were reassured of the confidential nature of the interviews and their right to withdraw or not answer a question at any point. Alongside this Hale et al., (2011) suggested that the most appropriate setting to conduct the interview should be in an confidential environment where the participants feel secure to reveal answers without worrying about others opinions. However this still comes with risks as the participants may feel intimidated answering personal questions and provide invalid results. Therefore to create a secure environment the chosen environment for the study was an secure office within Penyrheol Leisure centre where only the participant and I were present.

## 3.1 Participants

Within this study the researcher recruited 6 females who take part in at least 1 fitness classes a week and those individuals took part in a semi structured interview. The reason why this group was used is that the main aim of the study was to try focus on whether there is a relationship between choice of fitness class and gender and to investigate in-depth the barriers for certain class participation. This sample group was purposely picked in order to gain valid results and to be able to contribute to research, rather than participants that were non active and had no preference or knowledge on fitness classes in general. This form of sample is known as purposive (Chein, 1981) or purposeful (Patton, 2002). As Chein (1981) stated this form of sampling is vital as "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which this can be learned (p. 77).

## 3.2 Ethics

The recruitment was done by asking all female member of Penyrheol Leisure centre who fit the criteria of taking part in at least two fitness classes a week, an opportunity to volunteer to take part on a sign-up sheet  (see Appendix B). This sign-up sheet

was present within Penyrheol leisure centre for a 6 week period throughout October 2013 – November 2013. This will involve handing out an Information Sheet (see Appendix C) and an Informed Consent form (see Appendix D) to explain the terms and conditions then pick 6 women through random sampling of the volunteers. Ethics was approved for this study By Cardiff Metropolitan University (see Appendix A). However once again reliability could be decreased as the participants have the ethical right to withdraw consequently would not complete the study. Also they have the right to refuse to answer all the questions or not answer truthfully, or possibly give out information which they might think you wish to hear (Buchanan 2004).

*3.3 Procedure*

This research was undertaken using one on one interviewing system known as semi structured interviews where a transcript of the information was used in recording the interview. This type of interview tends to develop into a guided conversation according to the interests of the interviewee (Walsh and Wigen 2003; Gratton and Jones, 2010). An advantage of this type of interview is that the depth of the information can be improved as the interviewer can probe and explore the answers (Walsh and Wigen,  2003). This is reiterated  by Stephen et al., (1999) who believes this form of interviewing can be open ended and can gain more information therefore is beneficial compared to a questionnaire where one word answers may be given which are irrelevant to the answers or which are slightly too brief to be relevant or valid. However a possible disadvantage is that participants can sometimes give too much irrelevant information and not concise the questions being asked, hence can be time consuming without gaining any knowledge in connection with the study. However a main advantage of this style of interview is that the interviewer has a list of the key themes in front of them, therefore can ensure all themes are covered in the interview, and that the interviewee doesn't go off track without gaining the adequate information. The interviews would last approximately 30 minutes each, all depending on how much information the women wish to express. The interviews were carried out during December 2013-January 2014 relying on the participants being able free to do so. The interviews will first of all be tape recorded then later transcribed, ad  verbatim.

## 3.4 Pilot Study

Iorio (2009) suggested that pilot studies "ultimately save resources by clarifying the overall goal of the investigation and particular data collection procedures to be followed in the field" (p.61). Therefore a pilot study was deemed necessary before starting the study. It therefore allows the researcher a chance to read through the questions and see if any alterations are needed to be more suitable for the study. The Pilot study used a semi structure interview approach on a female who attended 5 fitness classes a week. After the pilot study was complete the questions remained the same, however several were worded differently so that they were easier for the participants to understand.

## 3.5 Data Analysis

The selection of the techniques of qualitative data analysis varies on a wide number of factors, for example the type of data, the objectives of the study, the actual data available, cost and resources (Lancaster 2005).

The procedure used to review the data was by reading through the transcribed interviews and separating similar themed quoted into categories within a table to narrow down the most important quotes. As shown in table 6 is a exert of the table which was used. After the table was complete a small discussion section was created to discuss the key findings before going into more detail in the main discussion and results section.

Table 6. Exert of table

|  | Women in society | Sport impacting Society | Physical Education in School |
|---|---|---|---|
| Subject A |  |  |  |
| Subject B |  |  |  |

The discussion and results section will involve inserting important quotes from the table created, and drawing upon literature to reiterate and understand the results. The conclusion section will involve finalising on all the findings from the study and whether further investigations need to take place.

# CHAPTER 4

**<u>Results and Discussion</u>**

*4.0 Introduction*

The purpose of this chapter is to analyse the qualitative data by comparing and contrasting the participants views, whilst referring back to literature to reiterate the findings. During this chapter several quotes from the participant's interviews will be presented to illustrate the emergent ideas.

*4.1 Women in the society*

Colker and Widom (2004, p. 48) reported that "for a long time it was thought that women should not participate in athletics, because of the potentially harmful masculinizing effect of sport". However Sport Wales (2012) reported that over the last 10 years women's participation levels in sport have increased dramatically with 51% participating on a regular basis. All participants in the current study believed that women's participation levels had significantly increased due to the ever changing generations as stated by subject F.

*"the generation has changed, and women play just as much sport as men these days"*

*(Subject F)*

However, subject B disagreed, stating that this was not the case and in fact women's participation in sport had not increased, however she suggested women's participation in fitness activity had improved. This works with Hasbrooks (1999) view that gender plays a persuasive part in sport and exercise. Consequently, Murphy (2005) has challenged women's participation and states the requirements associated with many sports tend to be defined as masculine traits, for example power, competitiveness and aggression. This is illustrated by the quote below;

*"I think that sport is seen as more of a manly thing to do, I think fitness, as in fitness classes is both male and female"*

*(Subject B)*

However the aims and objectives of this study were to analyse whether certain fitness classes had actually been labelled as "gender associated" classes. Thus

whether certain fitness classes were labelled as "female classes or male classes" creating social norms for women to participate in. Sport Wales' (2012) current studies have identified that women are more likely to participate in health and fitness activities such as Pilates and yoga compared with men, who typically engage in team games and more traditional sporting activities (Sport Council of Wales, 2009 )

Hylton (2013)  stated there is still evidence that women taking part in certain sports are prevailing cultural norms of social structure and also seen as invading on male territory, suggesting that still there isn't equality in sport and physical activity as a whole. This is also highlighted by Park (2010) who identifies that sport has been a major area in creating controversy about women's roles in society compared to men's.  Many of the participants stated sport is more associated with males, due to the physical elements. This physicality debate then brought out the participants views of whether women were capable to perform well in certain more physically demanding sports and also jobs. This point is illustrated by the following quote, for example;

*"I would prefer a fireman trying to carry me out of a window in a burning blaze rather than a woman and I'd feel more umm comfortable with a man because of the physicality point of view"*

 *(Subject D)*

As stated by several subjects this provides the gender roles of what jobs and sports socially women should be taking part in. As proposed by Caudwell (1999) and Thompson (2000)  that the traditional values and traits associated with many sports are physical contact, violence, and aggression and are therefore considered to value as more male traits rather than female.

*"I think men because they take part in the more masculine sports then they are more likely to do more masculine jobs"*

Consequently, due to the fact that women will always have the responsibility of reproducing offspring this has created certain roles within the society. This is reiterated by Gerson (2008) who believed that at the start of the 20th century men and women were generally viewed as occupying different roles in society,

suggesting a women's place was at home as a mother and wife and a man's place was out providing for the family. For example subject A stated;

*"women are always going to be the people that have to give birth and have to stay home and take time off with the children and the men have to go out to provide"*

Gerson (2008) then stated that within the present society only a minute minority of people hold these traditional view, even though male dominance still exists, society's social rights and cultural norms have become far more equal. As echoed by the BBC (2010) there was once a stigma for women having to step down and give up their jobs/bodies to stay at home to become a wife and women , but the developing generation has suggested many women don't wish to do so as they would rather keep their powerful roles within their jobs. BBC (2010) stated it was once considered insane or unnatural due to the nature of a women's role to recreate. However the changing generation has given women more choices in whether they do wish to become a mother. All subjects agreed that these prejudices are becoming less and less due to modern society. For example, in the London 2012 Olympic Games women have been allowed to take part in boxing which was frown upon before (Taneja 2009). Also the most recent winter Olympics in Sochi accepted women's requests to be allowed to ski jump off the same hill as the men. Furthermore within the cycling world, the C1 Cyclocross event, women are now offered the same quantity prize money are the men, and women were now allowed to compete in the same events, increasing equality within the world of cycling (The Guardian, 2014).

However it has been suggested that sport has been a place where men can still assert their dominance and supremacy (Birrell& Cole, 1994; Mean 2001; Hong 2003). Hence sport was an activity where male could show off their capabilities to females. This was reiterated by all participants who believed it was socially acceptable for a woman to watch a man playing sport and not vice versa. This possible view point has been justified by Yuracko (2003) many in society still discriminate against women's sporting abilities as being far lesser than men. Therefore men don't value females playing sport as much as they do males. For example subject D stated;

*"as if there is dominance in who should play and who should watch"*

This view point suggests a challenge in encouraging females to take part in sport, due to if their partners have this judgement against their ability, then this could make them feel uncomfortable. As Warner (2006) stated many people still have the belief that women should always preserve themselves in the sense of modesty and innocence consequently shouldn't be seen by the opposite sex in situations when they are likely to get lost within a sport, and forget their feminine traits. This bold statement causes many problems for developing female sport due to many women believing it is wrong to participate in sport as others may frown upon them.

This is echoed by Cockburn and Clarke (2002) who believe many traditional and stereotypical views tend to contradict many females conceptions of an appropriate and desirable female, suggesting that when playing sport it goes against the social norms of feminine traits. Gorely et al., (2003) believes this puts a lot of pressure upon females self-identities making it difficult for many females to feel comfortable when taking part in certain sports. However, Cox et al., (2005) studied females who had always participated in sport from a young age and reported they had extreme low levels of self-consciousness if males were watching, and hardly ever got embarrassed. Suggesting for development officers if children from a young age can take part in regular and varied sports, there is a higher chance that these self-conscious issues may decrease. This is reiterated by Hargreaves (1994) who suggested modern day PE is similar to that from the nineteenth century, at which time boys were seen as the most dominant sex. Therefore signifying PE needs to adopt a more equal environment to overcome this dominance. However an issue with this is that many young females will always feel self-conscious in front of boys, so maybe they need to try developing equal sporting opportunities starting from primary school, so that they can attempt to start overcoming the traditional gender stereotypical views. However once again a major barrier for this possible implication is Morris' (1996) view that during secondary school children are going through puberty and it is difficult to maintain the mixed gender classes. This is due to boys becoming more physical and both genders being more self-conscious about their changing body shapes (Morris 1996). Therefore even if varied sports and mixed genders classes were introduced through primary school it's not guaranteed to continue throughout secondary school. For example the Sports Council of Wales set up a "Young People First" strategy in 1998 to create equal opportunities for girls and

boys, plus to overcome the dominance of more boys taking part in sport than girls. However within their focus groups upon secondary school pupils year 7-11 there were still major issues for both boys and girls of self-confidence on body image when taking part in physical activity (Sport Council Wales, 2009).

*4.1 Physical Education in school (PE)*

Evan (2008, p. 169) termed physical education as a process which depends upon "the disciplines capacity and pedagogical responsibilities to work on, effect changes in, develop and enhance the body's intelligent capacities for movements and expression in physical culture". Therefore suggesting PE within schools is a place where teachers can enhance and develop pupil through physical activity. However Penney (2002) stated that gender within PE has been an issue. This is due to stereotypical, ideological and cultural values which produce sex differentiated curricula. This has then escalated and caused problems due to reinforcing stereotypical images, attitudes and behaviours towards certain sports (Evan 2008). During school years all participants described the separation of genders, and how due to their gender they were forced to take part in certain sports.

*"PE separately, so the girls would take part in netball, hockey, aerobics, dance whereas the boys would take part in football, circuit training rugby and cricket"*

*(Subject B)*

In relation to these sports chosen for genders, Penney (2002) identified that the gender structure of PE has caused a limitation in the learning opportunities for both genders, due to providing the more traditional appropriate sports of football, rugby for boys and netball and hockey for girls. All participants then stated that this has created labels on sports in association with gender.

*"I realise that girls were always going to be associated with sports like netball and hockey and boys will always be associated with sports like football and rugby"*

*(Subject A)*

Therefore as subject A stated PE has a major influence in her sporting background due to categorising her chosen sport as a male sport. This works with the theory that

it is during the adolescences years that these gender norms intensify, which is a potential reason for the decrease in girls participation in sport (Fredricks and Eccles, 2002; Hasbrook, 1999; shakib, 2003).

*"I quit football because I just realised because of PE lessons that it wasn't really socially acceptable to play football as a girl"*

*(Subject A)*

In connection with Penney (2002) view, Miloselvic (1996) noted a further barrier girls have noted is that many of their negative experience during PE have risen as a consequent that they found the activities 'boring'. This relates to subject B's quote.

*"we weren't given a choice on what we could do which is why I hated PE in school"*

*(Subject B)*

All participated also stated that they were not happy with not having a say in activities and wished they have been given a choice of activities to encourage their participation. As already reviewed one study analysed believed that the pupil's attitudes towards physical activity in school may have a negative effect on the children's attitude of participation when leaving school and throughout their adult life, (Carlson, 1995; Portman, 1995; Ennis, 1996).  This is reiterated by Macfadyen (1999) who also suggested that if the outcomes of PE during school become negative then this can be an implication to the pupils' attitudes towards PE and PA in later life. Therefore as the DCMS (2010) stated girls would much rather pick their activities rather than just the traditional sports.

Consequently if positive experiences occur during the children's school years this would have a beneficial effect during their adult lives. This is reiterated due to "Positive sport experiences can contribute to the full inclusion of girls and women by enhancing their health and well-being; fostering their self-esteem and empowerment; facilitating their social inclusion and integration; changing gender norms; and providing opportunities for female leadership and achievement. (Canadian Centre ForEthics In Sport, 2008, P.25)."

As shown in table 7 below are results by the DCMS current survey of the most popular physical activities by young women. Therefore from a sport development

point of view if PE offered the activities girls actually enjoyed then there's a higher chance of participation levels rising and carrying this active and healthy lifestyle on throughout their adult life.

Table 7.Most popular activates (DCMS 2010)

| Activity | % Females |
|---|---|
| Individual activities (e.g. swimming/cycling /running) | 45% |
| Keep fit/gym (including aerobics/yoga classes) | 36% |
| Dance (e.g. street dance/cheerleading/modern) | 17% |
| Team sports (e.g. football, rugby, netball) | 17% |
| Martial arts | 1% |
| Others (e.g.martial arts, roller sports, walking) | 13% |

This is reiterated by table 8 where dance was the most popular activity overall.

Table 8.Most popular activity (DCMS 2010)

| Activity | % Females |
|---|---|
| Dance | 14% |
| Swimming | 12% |
| Walking | 11% |
| Running/jogging | 10% |
| Football | 10% |
| Gym | 5% |
| Horse riding | 5% |
| Cycling/BMX | 3% |
| Boxing | 2% |

Conversely the 4th most popular activity was actually football, which for girls was not part of their curriculum sports, in terms of netball and hockey. Therefore this information is very important for sport developers as it shows girls do actually wish to take part in football, even though many in society have labelled it as a male sport. Therefore possible actions for development officers would be campaigning for PE in schools to introduce more choices for girls, in terms of team sports, as they might increase participation if girls get to choose the sports they enjoy the most. This is identified within the study as all subjects agreed the frustration with not having a choice in what sports they took part in.

However sport development officers have already noticed that both girls and boys wished for more choice in activities. For example, trampolining was the most

requested activity with 38% of girls wishing to try it, with horse riding and dance the second most desired activities (Sport Council Wales, 2009). Therefore Sport Wales introduced a scheme named "5x60" where children get the choice in what activities they wished to participate in. Also it was reiterated that all sports were equal for girls and boys to participate in, suggesting that sport is equal and any gender can take part (Sport Wales, 2012).

In relation to these studies by the DCMS (2010) and Sport Council of Wales (2009) the results are clear that girls do actually prefer more synthetic dance like activities, which could relate to why in their adult years they chose synthetic fitness classes. However as football was high up on the percentage table it could be a sign from a society point of view, that times are changing and girls do actually wish to take part in more physical sports and activities (DCMS 2010). Therefore if this happens from a young age and it becomes more socially acceptable for girls to take part in all sports, it might impact which fitness classes they also wish to take part in, as Eccles (1992) suggested  the childhood years are primarily where gender differences views are created.

*4.2 Family/peer influences*

Sport Wales (2012) believe a person's perspective on sport comes from a young age. Therefore external influences as a child is being brought up give them their view point on sport (Sport Wales, 2012).  Subject E stated that during her childhood she used to play football however her mother stopped her doing so due to defining football as a too rough for girls to be taking part in.

*"discouraged me doing this as she thought it was a bit rough for me, and wanted me to do things like ballet instead"*

*(Subject E)*

As stated her mother believed that girls shouldn't be taking part in football and thought that ballet was a more appropriate sport for a girl. This works in connection with Jacob and Eccles (1992) suggestion that what you're brought up to believe may influence you when you reach your adult life.  As subject E indicated then this had influenced her views.

*"my mother always thought that things like football for girls was too rough so that sort of discouraged me into going for more non-contact classes such as Zumba"*

*(Subject E)*

Therefore this possibly reinforces Jacob and Eccles (1992) views that parent's rate their sons as having more competence in sports than their daughters therefore believe girls shouldn't be taking part in certain sports. However subject F supporting a different view point due to her father and sister playing football themselves, and bringing her up to play the sport from a young age

*"I've always been brought up that any sport is socially acceptable for women to play as well so I would pick any class rather than just a stereotypical class for girls do you know"*

*(Subject F)*

This works In connection with Stainton (2005, p. 54) quote that "children seem more likely to develop gender-stereotypical perceptions of men and women if they grow up in families in which the roles of breadwinner and homemaker are divided along traditional line". Hence as subject F has been brought up around a family without a gender-stereotyped background in relation to sports, it has given her the perception that all sports are acceptable for women to take part in, not just the stereotyped sports for women.

This is a major issue for increasing participation for females as development officers can't control these external influences, or family and friends. As Eckes and Trautner (2000) noted many parents rate their son's talent within sport higher than their daughter's talent. Therefore if parents are going to always rate their sons more in sport, it is difficult to encourage girls that they have equal rights and opportunities during sport.

This would propose that the stereotypical views are created by a continuous cycle of parents influencing girls, that they are the weaker sex when it comes to sport, thus girls grow up to pass on this judgement to their offspring. Concluding that just trying to encourage girls, to break this cycle is not the correct action, due to them being possibly afraid to go against their parent's beliefs. Nonetheless instead to educate

parents about the important of physical activity, and all the benefits that comes with it. This might change parents views of their daughters in sport, and from a young age encourage them about equality within sport. For instance the Sport Council of Wales (2009) stated educating parents on the importance of exercise is vital. As echoed by Riddoch (1998, p. 37) "the long term goal of promoting exercise for young  people is to establish regular exercise behaviours which can be maintained through to adulthood and by doing so incurring the associated benefits throughout life". Hence an organisation named "MEND" created initiatives to interact with parents and educate them on the importance of physical activity, and how vital it is for their children to be raised understanding the significance of sport.

*4.3 Motivations and barriers to fitness classes*

Within the world of sport and physical activity Hyltan and Branham (2008) believe two of the main barriers related to preventing women participating, are motivation and cultural barriers. Motivational barriers to participation relate towards a conflict with self-image, viewed in the light of the perceived image of an activity (Hyltan and Branham, 2008: p.53). Also "Cultural barriers to participation are linked with a discomfort associated with the perceived cultural image of an activity" (Hyltan and Branham, 2008, p. 53).

In relation to these, the questions asked to the participants were as follows:

1. What are your main motivations into take part in fitness classes?

2. Do you prefer a female instructor?

3. What are your views on mixed fitness classes?

*Question 1 –  What are your main motivations into taking part in exercise?*

All participants answered that their main motivations and goals were to socialise, lose weight and have fun as shown by subject A and C.

*"get fitter in general, to try to lose a little bit of weight and socialise"*

*(Subject A)*

*"get myself physically fit, also the fun and enjoyment"*

*(Subject C)*

This finding corroborates the ideas of Biddle (1986) who suggested that men would rather take part in self-monitored circuit training where as women wished to take part in more fun, enjoyable dance related fitness such as Zumba which was the case as shown below in the tables tally of classes participated in. This is backed by the DCMS (2010) whose recent studies amongst young girls was that main motivations for taking part were predominantly based around fitness, fun/enjoyment. Therefore once again suggesting girls and women do actually prefer enjoyment and fun activities, rather than competitive environments.

Table 9. Most participated fitness class

| Fitness class | Number of participants taking part. |
|---|---|
| Zumba | 3 |
| Legs bums and tums | 3 |
| Step and tone | 3 |
| Flex and tone | 2 |
| Circuits | 2 |
| TRX | 1 |
| Boxercise | 1 |
| Step aerobics | 1 |
| Danceathon | 2 |
| Hoola hooping | 1 |

However as a recent study by the DCMS (2010) stated that as many as 63% of females said they would take part in more activities and possibly try out new more challenging activities if they had a goal to work towards, such as a fundraising event or fun run. This could be a key area development officers could work towards and link with charities to try set up fundraising events for females to sign up to. Hence providing incentives, to try out different fitness classes, so they can get fully prepared for the events. This possible method could appeal more to females also due to the feminine traits that Caudwell (2013) will later discuss, suggesting women are more

caring. Hence might feel more determined to take part in more physical activities as they feel they are aiding and making a difference to others. For example an event such race for life was much for desirable to work towards rather than a competitive sports tournament (DCMS 2010).

*Question 2 – Do you prefer a female or male instructor?*

Caudwell (2013, p. 52) considers that within sport "at times women demonstrate the belief that their work was inferior to that done by men". Caudwell (2013, p. 52) then concluded that the gender difference was beneficial due to the valuing of traditional feminine traits, therefore signifying that women possess more positive characteristics which are suited for teaching other women. Thus stating that the dominance of masculine norms in coaching roles were interchangeable with the notion that women could be more suitable for dealing with female participants due to being more understanding of their different needs (Caudwell, 2013 ). As many of our participants stated they would prefer a female instructor for same underlying reasons.

*"I think as a female myself, obviously females kind of know what females are like, so how we are kind of feeling and what would make us insecure, and I think if your fitness ability, wasn't up to the standard of the class or standard of other people, a female instructor would be a lot more kind of considerate and caring than a male instructor"*

*(Subject B)*

Caudwell (2013) then referred to male leaders, as less understanding in association of the needs of women, and may behave in a fashion that would intimidate women. As another participant stated;

*"I prefer a woman instructor, I think they are more understanding, and on the same wave length"*

*(Subject D)*

*Question 3 – do you prefer women only or mixed fitness classes?*

Alexander *et al.,* (2007, p. 334) stated that "women were labelled as the weaker sex" thus were not as encouraged to take part in the same form of exercises as men. Kettles, Cole and Wright (2006) suggested that many women do feel comfortable in traditional gym and fitness class environments. Conversely a large number of women prefer women only gyms and classes. This is echoed by DCMS (2010) suggesting females would much rather women only sessions. Once again these views would likely follow on through their adult life. As subject B stated;

*"when a male comes in a class, that kind of security blanket is gone. When with just women I don't feel so insecure of what I am doing or if I am doing it wrong"*

*(Subject D)*

Alexander et al., (2007, p. 334) quoted that "self-esteem and self-confidence with physical activity are developmental tasks of childhood". Consequently suggesting because young girls were traditionally not encouraged to compete in physical element of sport, they often lacked confidence needed to participate in their adult years. However DCMS (2010) stated that the main difference between the males and females was that almost twice as many females (24%) compared to males (13%) said that confidence was a barrier. This relates to subject A's views that due to always only taking part in PE with girls she felt more comfortable since that was the environment she was used to. Also in relation to sports as girls have always taken part in certain sports; netball and hockey, she associates these sports with women.

*"I feel way more comfortable exercising with women because that's what I'm used to id feel quite embarrassed or uncomfortable having to exercise in front of men, I've just always been brought up to not exercise around boys, like in school I would feel quite under minded having to do an exercise class with boys "*

*(Subject A)*

*"I've always done netball, hockey and umm dance so I do associated them more with women"*

*(Subject C)*

Kettles, Cole and Wright (2006) proposed that enjoyment is a critical factor in long term adherence to physical activity. Their main belief is that women majorly enjoy exercising with other women rather than males due to the "fun factor" women create.

*"it was mixed for one, it was male and female so the intensity was quite high and it was a lot more competitive environment and it felt more like army training rather than just fun fitness"*

*(Subject E)*

From this data and DCMS (2010) surveys it would suggest females are much more likely to take part in activities if they were female only classes and with a female instructor due to their feminine traits of being more understanding of females needs (Caudwell 2013). This would suggest that development officers need to promote female only fitness classes to overcome to confidence issues many females have during exercising. This simple but effective method could give many females the encouragement to attend classes and continue to do so in definite. Many gyms have adopted this method to promote female participation, however have encountered issues. As stated by Poole (The Guardian, 2013) many males have been protesting against women only fitness classes. Their reasoning were that female only classes are sexist, taking up time males could be participating in physical activity and promoting inequality. This creates a massive issue for the development of women's fitness, as Kettles, Cole and Wright (2006) stated women don't feel confident enough in traditional gym and fitness class settings. Therefore if some gyms reduce female only classes due to conflict it may discourage many women from attending. Nonetheless organisations such as "WSFF" have generated a women's only fitness campaign to liaise with women's and their needs, to increase participation.

### 4.4 Pressure vs enjoyment into synthetic activities

Caudwell (2013, p. 102) have confidence in the truth that "homophobic discourse, therefore the act to control the participation of women by creating pressure to conform to notions of emphasized femininity". Hence signifying the pressure for women to still look feminine is a major barrier for women's participation in sport. However the UK minister of sport, Grant said women should be given "what they

want" when it comes to sport such as Zumba and cheerleading in sports they enjoy and still feel feminine  in (Grant, The Guardian, 2014). Therefore creating the argument that some women do prefer more synthetic activities, and some get pressured into doing so to fit in with the crowd. As Subject A, F and C suggested;

*I think there is a pressure there as well, because of all the associations that go along with it, people wouldn't feel comfortable to attend something that they may want to do just because it is male associated"*

*(Subject A)*

*"I think some people do as I know a lot of women they do like dancing but I suppose a lot of people do just because it's the stereotypical thing for women"*

*(Subject F)*

*"I think that some people do enjoy these classes such as dance, as I do"*

*(Subject E)*

As both subjects have put forward that there is definitely some form of pressure for women to take part in certain fitness classes due to the stereotypical stigma for women to participate. The present findings seem to be consistent with other research found by Kauer and Krane (2006), who identified that if females take part in certain masculine sports or activities then they will get portrayed and perceived as acting unfemininity or even to the extreme get labelled as a lesbian (Coakley, 2009; Griffin, 1998; Krane, 1997). These social labels again have been a major influence for women's barriers and choosing to take part in certain activities which are labelled as more feminine so that they are socially accepted (Griffin, 1998). This is reiterated by Kauer and Krane (2006) who stated society maintains a discomfort for women's involvement in masculine activities creating pressure for women to take part in activities associated with females.

However the DCSM (2010) believe that dance and fun synthetic activities has recently appealed to a large number of female groups who do not enjoy taking part in traditional sports. This is due to dance becoming the fastest up growing art form. This works with the survey of over 700 schools showed that dance was the top activity for girls within year 9-11, within and outside school and that demand for

dance was greater than the opportunities available (DCMS 2010). This could propose that girls and women actually do enjoy and prefer dance activities and not get forced into doing so. Consequently from a sport development perspective they should give females what they do actually want, in order to achieve their main goals of everyone, ranging from children to the elderly an active and healthy lifestyle. Even though there is still a debate that women and young girls are pressured into doing certain more feminine activities, development officers have only got the results of research to use, therefore women are not being truthful in what they actually want and it is challenging for them to overcome these barriers. For example, if truthfully some women would wish to take part in a circuits class however are not truthful due to feeling pressured into picking the same as their peers, then it is hard for development officers to give them what they want. As a result this could be a major issue in increasing participation as they are not giving all females the correct activities which honestly they wish to take part in.

As already discovered, many women alleged they are more confident taking part in fitness classes which are female only classes and female instructors. Moreover, by overcoming this major barrier could eventually open up women's truthful views on certain fitness classes. For example sport development officers could promote more non female labelled fitness classes, such as TRX, Circuits and Kettlebells as female only classes, and encourage the female instructor to promote the class in a more fun, laid back fashion, to overcome any possible competitiveness barriers some women have noted from certain classes (Caudwell 2013).

Olson (2003) noted that previous research have proven that as people get fit and learn new skills within activities, their self-esteem improves. Therefore if women only fitness classes can be promoted, more women can get fitter, and hopefully increase their self confidence and self-esteem to feel more comfortable exercising, to increase participation amongst women.

*4.5 Women's views of certain classes (Zumba, Legs Bums and Tums vs TRX Circuits)*

Within the world of sport there have been certain stigmas and labelled on certain sports in relation with gender. All participants agreed that certain classes are labelled as classes for women, and others for men. As subject A Stated;

*"The first classes are more stereotypically for women, so they are more associated with fun and dance, toning in the areas that women want to tone in and lose weight"*

*(Subject A)*

This view once again agreed with Kettles and Colette (2006) view that women prefer the fun factor, so if certain classes are more associated with fun and enjoyment, they are more likely going to have a feminine label upon them. This is restated by subject B who quoted;

*"Zumba, that word, you automatically think of you know it's fun, your exercising but it is in a more fun environment"*

*(Subject B)*

Many of the subjects remarked upon the names of the classes, in particular the "legs, bums and tums" class. Their main point was that the name was related to the areas women mostly want to improve, being the legs, bottom and stomach. This is stated by subject B and A below;

*"they are the kind of areas that most women want to tone up, you know going by the models that they see, and it's always about the legs, bums and the tummies"*

*(Subject B)*

*"legs, bums and tums are associated with the areas that the women focus on getting better and with men it is more arms and chest"*

*(Subject A)*

This would create the illusion that women look at the names of the class, and whether they are going to be labelled as a women's class, rather than the activities they actually participate in. Therefore a possible aid to encourage women could be the names of the classes. As many subjects noted the name of the class was the key area they looked as before attending a class. For instance legs bums and tums was

far more appealing to women due to these being the areas women wanted to improve. Hence development officers could create campaigns to re name and slightly change some classes to become more fun and enjoying tending to all females needs. Concluding that by re naming a boot camp class into "boutique your physique" which sounds more feminine rather than associating the class with military style boot camp commands (Women's Fitness 2008).

# CHAPTER 5

Conclusion

This paper has given an account of and the reasons for whether there was a clear relationship for females, in association with their gender and choice of fitness class. The main goal of the current study was to determine whether motivational and cultural barriers were impacting women when choosing what fitness class they wished to take part in. Furthermore It provided measurements to try to overcome any perceived barriers to increase participation levels for women, and to promote an active lifestyle. Hence the aim of this chapter is to conclude on all findings and draw up upon key literature which can provide further knowledge for others researching this topic.

One of the more significant findings to emerge from this study is that there was a clear relationship between fitness classes and gender. It was noted that females associated themselves with, and enjoyed, activities such as Zumba, "legs bums and tums" and aerobics. This suggests that, in line with previous research undertaken by Sport Wales (2012), that females do prefer more synthetic dance-like fitness classes rather than other more aggressive, challenging classes, such as boot camp or circuits. However all subjects agreed there have been clear external influences along with motivational and cultural barriers which have shaped their views.

All research participants noted that their experiences of compulsory PE at secondary school were negative and had led to, a dislike of certain physical activities later on in life (Macfadyen 1999), for example hockey and netball. All subjects distinguished the need for pupils to be given the choice in activity they took part in rather than having to do traditional sports for females, namely hockey and netball (Penney 2002). Taken together, these findings suggest that sport developers and PE providers need to work collaboratively to engage females during the formative years, to create the most beneficial system,

Whilst this study did not confirm that providing mixed gender sports from a young age would overcome any perceived views on gender labelled sport, it did partially substantiate that this implementation could decrease any barriers women have towards certain sports or fitness classes, thus continuing these views, throughout their adult lives. As suggested, there is increasing evidence that believed active

children and young children become active adults (Janz et al. 2000; Telama et al. 2005). In addition, all respondents indicated they took part in single sex PE classes and concluded that this was a major factor to which fitness class they wished to take part in, due to only feeling comfortable amongst women when exercising.

It was proposed that development officers could collaborate with staff to start encouraging schools to offer mixed gender classes, however only on non-contact sports. This could then attempt to reassure girls and boys that it is socially acceptable for both genders to exercise together. Nevertheless many girls still indicated they felt self-conscious when exercising with boys. Moreover, these mixed classes shouldn't be compulsory for girls, but just an introductory option to start providing equal opportunities while at a young age, to attempt to continue this mixed gender approach to exercise throughout their adult lives.

Conversely not only did PE in school create barriers on women's choice of fitness classes, it was established that families also impacted upon female's participation. It was noted by Sport Wales (2012) that a person's perspective in sport comes from a young age, and that parents and families are a major influence upon their offspring's judgement on women in sport. As Eccles' (1992) study clearly established, parents provide a major role for girls. Eccles (1992) proposed If girls were raised to believe they are not meant to take part in competitive sports then these opinions carry on throughout their adult lives and passed on to their children.  Though if girls are raised in a sporting background, where parents and families promote participation in all sports, regardless of their stereotypical label, then they were more susceptible to not have any gender preference when it comes to choosing a fitness class. As illustrated, if young people observe that their parents are actively involved in and value sport and exercise, they may adopt these values and behaviours themselves; and parental support and encouragement. Physically active parents provide more support and encouragement for their children to be active and influence their children's activity levels in this way (Cleland *et al.,* 2005). Sport Wales (2009) consequently agreed, stating that there still seems to be a strong relationship between parental involvement in sport and the physical activity levels of their children. Hence identifying parents need educating into creating equal visions on sport and fitness classes at home to encourage girls to want to take part in sport. As Jones and Phillips (2000) believes the earlier a child can be educated about the

importance of exercise and health the more beneficial it is for them. For example the organisation "MEND" aid adults on how to lead a healthy lifestyle and how important it is for them to educate their children on the importance of an active lifestyle

The results of this investigation support the idea that women prefer female only classes due to feelings of self-consciousness in the presence of men, along with wishing for female instructors due to their caring nature, hence feminine traits as noted by Caudwell (2013).  Consequently as identified, a simple solution to increase participation would be to advertise female only classes in a secure environment where no men could watch the women while exercising. Also concluded, the majority of women have a preference towards more fun and enjoying fitness classes. Proposing to create fitness classes which are based more around enjoyment while exercising, rather than competing against other members of the class.  Furthermore, another vital discovery was that women take a lot interest at the name of a fitness class, rather than its contents. So, if instructors can create appealing feminine names of classes, females are far more likely to attend. For instance, a women's only gym named itself "Gymaphobics" to attempt to appeal to females who are nervous to go to a traditional gym. Within their promotion they  provided several success stories of women who signified,  women only fitness classes have increased their confidence, were enjoyable and that the instructors were caring, which relates to Kettles, Cole and Wrights (2006) theory that women's success in fitness will improve if gyms provide fun sessions, and only women present (Gymaphobics, 2013). This is reiterated by the organisation "Women's Sport and Fitness Foundation" who provide guidance, support and knowledge of what females needs, throughout schools and fitness centres to encourage and increase female participation.

This study has concluded that many women's views upon sport and fitness classes have been jeopardised due to their experiences and external influences throughout their adolescence years. Therefore suggesting that there is a possibility their views may have been different if they had been educated at home and within school in a different manor, however this cannot be for certain.

*Limitations*

The generalisability of these results is subject to certain limitations. For instance, the aims and objectives were to identify the extent to which motivational and cultural barriers affected a female's choice of fitness class. Hence limiting the target group, to only female's opinions. Thus not taking into consideration whether males had similar barriers they needed to overcome or consequently agreed with the social norms suggested by Furlong (2007) that women taking part in certain sports or physical activity is deemed as socially unacceptable.

*Further Knowledge*

It would be interesting to compare experiences of individuals within the male population in order to discuss their views on women in the society. Hence whether they agree that the literature is true, and that society believes females are the weaker sex within sport. This could aid sport development to discover whether males have also been educated to consider women as the weaker sex, and to understand why females feel under minded to men in the sporting world. As this study required the criteria of having to take part in at least one fitness class it limited the participants down to having to be active. Consequently an identical study could be conducted upon non active females who are the most at need to be encouraged to take part in physical activity. Furthermore if their barriers can be noted, it can aid development teams to target all barriers and increase participation.

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# APPENDICES

# APPENDIX A

Date: 13<sup>th</sup> March 2014


To:      Stephanie Edwards


Project reference number: 13/5/105U


Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 29th May 2013.



Yours sincerely


Melissa Anderson


Supervisor

# APPENDIX B

**Appendix B**

**<u>Participant's sign-up sheet</u>**

Hi all, my name is Stephanie Edwards, a pupil within Cardiff Metropolitan University. I am conducting a study on whether motivational and cultural barriers affect women's choice in fitness class. I am planning on conducting interviews on 6 women who fit the criteria of participating in at least one fitness class a week. Therefore if you fit these criteria and are interested in participating please print your name and contact details so I can contact you.

| Name | Contact Number |
|------|----------------|
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# APPENDIX C

**Appendix C**

<u>**Participants Information Sheet**</u>

Title of project: A study into whether motivational and cultural barriers affect a woman's choice in fitness class.

The aims and objectives of this study will be to find out whether certain barriers cause women to choice certain fitness classes. Participants are needed to attend at least one fitness class a week so that results can contribute to knowledge.

<u>**Ethical Rights**</u>

- This study is not compulsory therefore you do not need to take part
- You have the right to stop participating in this study at any point if you decide to take part
- If you agree to take part in this study it will involve and one on one interview with me at a convenient time for you.
- The interview will last approximately 20/30 minutes
- The questions will be simple and if you do not wish to answer certain questions you do not have to do so
- Your personal details e.g your name, address and answers within the interview will be kept confidential at all times between me and Cardiff Metropolitan University

  Any other questions or queries please feel free to contact me, Stephanie Edwards on:

  Tel number: 07581336006
  Email Address: st20005452@outlook.cardiffmet.ac.uk

# APPENDIX D

# CARDIFF METROPOLITAN UNIVERSITY INFORMED CONSENT FORM

UREC Reference No:

Title of Project: A studying into whether motivational and cultural barriers affect a womans choice in fitness class.

Name of Researcher:        Stephanie Edwards

_____

Participant to complete this section: Please initial each box.

1.  I confirm that I have read and understand the information sheet
    dated 1/10/13 for this evaluation study. I have had the opportunity to
    consider the information ask questions and have had these
    answered satisfactorily.

2.  I understand that the 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
    Somerset Activity and Sports Partnership, with UWIC, or our legal
    rights, will not be affected.

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

5. I agree to take part in this evaluation of evaluating whether there is a relationship between my gender and choice of fitness class.

☐

Name of Participant:…………………………………………………..

Signature of Participant:………………………………………………….

Date: …………………………………………………………………..

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# APPENDIX E

Appendix E

*Interview questions:*

1. Id firstly like to ask what your views are on women in sport, therefore do you believe sport is more associated as a male activity and women shouldn't participate?
2. Do you believe men and women have certain roles in society?
3. Do you believe sport impacts these views?
4. During your school years, what sort of experiences did you have during PE lessons? <span style="color:red">Eg girls and boys separately.</span>
5. What are your views on this?
6. Has it influenced you in anyway? <span style="color:red">(Opinions/views)</span>
7. What are your views on how should sport be organised at school? <span style="color:red">E.g. Should Girls and boys be allowed to take part in any sport during their school years, eg non bias choices (Girls – netball) (Boys-Rugby).</span>
8. Can you tell me a little bit about your participation in sport and fitness classes, therefore how often and with whom?
9. What are you motivations into taking part in fitness classes?
10. Do you participate in sport outside the gym? <span style="color:red">Eg sports clubs</span>
11. If yes for how long?
12. Do you believe taking part in club sport influences your choices in connection with fitness class? If so how?
13. Are you aims to get fit/socialise? Or other?
14. Do you prefer working as part of a group or individually in a gym environment? If so why?
15. As you currently fit the criteria of participating in at least one fitness classes a week I'd like to firstly ask what classes altogether have you participated in?
16. Why do you choose to take part in these sessions in particular?
17. Would you attempt to try out other activities?
18. Have you done so in the past?
19. Did you continue?
20. If so Why?
21. Do you prefer coming to the gym with a friend or alone? If so why?
22. In what way does this motivate you?
23. What are your thoughts regarding all women as opposed to mixed exercise classes?
24. Would you feel more comfortable having a woman instructor rather than male?
25. If yes/no what are your reasons for this?
26. What are you views on Zumba/Hoola-hooping/Legs,bums and tums classes compared to Boxercise/TRX and Kettlebells?
27. Do you believe that all the listed fitness classes above categorised (by whom?) as equal classes in association to gender?
28. Therefor do you notice more women than men attend? Is that something which encourages you?
29. Do you think women prefer more synthetic fitness classes? Or get pressured into doing so? What are your reasons so?
30. Any other views on the topic you would like to consider/discuss?

# APPENDIX F

## Appendix F: Table of quotations

| | Women in the society | Sport impacting Society | PE in schools | Suggestions for PE structure | Club Sport/family influences | Motivations to take part in certain fitness class | barriers to take part in fitness class |
|---|---|---|---|---|---|---|---|
| A<br><br>*maximum cardiovascular class, fit steps class* | *"I do believe that sport is more associated with men" ", women are always going to be the people that have to give birth and have to stay home and take time off with the children and the men have to go out to provide"* *"times are changing slowly and women are taking part in work more now and sometimes men will stay at home with the baby"* | *"sport has always been more male dominant"*<br><br>*"more socially acceptable for a girl to watch the boy playing sport"* | *PE separately so the girls would take part in netball, hockey, aerobics, dance whereas the boys would take part in umm football, circuit training rugby and cricket"*<br><br>*"I preferred it with all just girls"*<br><br>*"realise that girls were always going to be associated with sports like netball and hockey and boys will always be associated with sports like football* | **"***boys and girls should be separate In terms of contact sport but if the PE lesson was not involving contact then boys and girls should be mixed together so that would become more socially acceptable"*<br><br>*"if a girl wanted to go play football then that should be fine, and she should have a choice if she wanted to play"* | *"I quit football because I just realised because of PE lessons that it wasn't really socially acceptable to play football as a girl"*<br><br>*"people just didn't get that there were girls teams out there as well"*<br><br>*"in school it was categorised as a boys sport so made me think"*<br><br>*"I automatically think that these are girls classes, and some are boys classes, so you don't really want to attend a class associated* | *"get fitter in general, to try to lose a little bit of weight and socialise"*<br><br>*"I prefer working in a group like I like to go with someone just because I feel more comfortable"*<br><br>*"more cardio based so it helps me to lose weight and not gain muscle as I don't want to get muscly"*<br><br>*"I noticed that people participating in the classes already are females which makes it more welcoming* | *"it was mixed for one, it was male female so the intensity was qu high and it was more competitiv environment and felt more like arm training rather th just fun fitness"*<br><br>*"I don't feel insecure of wha am doing or if I a doing it wrong"*<br><br>*"Doesn't really bother me as lor as I am in just ir women's class a there are all wor around me, so w are all in it toget* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | *and rugby"* | | *with males"* | *environment and doesn't make me feel so uncomfortabl e"*<br><br>*"every class I have been too has always been women, which I prefer"* | |
| B<br><br>*Zumb a, aerob ics, power hoopi ng, aqua aerob ics, step aerob ics, dance athon , rebou nding, legs, bums and tums , bokw a, step and tone, flex* | *"I think that sport is seen as more of a manly thing to do umm you see a lot more men doing like football, rugby stuff like that"*<br><br>*"but I think fitness as in like gym, fitness classes is both male and female "*<br><br>*I think a long time ago it was men could only do this and females* | *"yeah I think so, to an certain extent I think men because they take part in the more masculine sports then they are more likely to do more masculine's jobs"*<br><br>*"but I think it is getting more equal like in the Olympics now they introduced female for boxing"* | *"PE we were separated, so the girls done one thing with their teacher and the boys done the other, ummm we weren't given a choice on what we could do which is why I hated PE in school"*<br><br>*"it was as if that was the right way, and that girls shouldn't be doing rugby"* | *"given the choice for a list of activities and we got to choose then I think a lot more people would have enjoyed it, however I did like that we were separated so that we didn't have to do it with the boys"*<br><br>*"I do think that girls and boys should be separated because I don't think ummm* | | *"I want like a hot model body like you see all over those magazines"*<br><br>*"they are more appealing for females to go to"*<br><br>*"I am a lot more confident, to take part in a fitness class where it is all females, and usually with those type of classes your almost guaranteed to have a female* | *"to attend a fitne[ss] class I would go[...] someone else I [...] think I'd be comfortable to g[...] my own"*<br><br>*"i would be worr[...] I didn't know how[...] do something I j[...] feel a bit more comfortable someone being [...] me"*<br><br>*Boxercise class [...] was too many m[...] in there so it wa[s] very competitive they were very aggressive"*<br><br>*"just didn't feel comfortable bein[g] there and almos[t]* |

| and tone | could only do that, regarding jobs or even like household chores" | | | doing a class with boys I don't think girls would feel confident doing it" | | instructor which makes me a lot more comfortable" | if they were kind[...] laughing that the[...] was a female in [...] class as if I was[...] good enough" |
|---|---|---|---|---|---|---|---|
| | "times have gone on its becoming a bit more equal so you get like say like male and female doing the same type of jobs " | | | " it should be like general sport that is open to all genders" | | "most girls do feel a little bit intimidated so it is a more friendly kind of caring environment"<br><br>[be]cause I think as a female myself, obviously females kind of know what females are like, so how we are kind of feeling and what would make us insecure, and I think if your fitness ability, wasn't up to the standard of the class or standard of other people, a female instructor would be a lot more kind of considerate and caring than a male instructor" | "with women we[...] actually tend to [...] bit more self-conscious at ho[w] look or fitness a[...] compared to me[n] so I think wome[n] feel a lot more confident going [...] all females class[...] preferably with a[...] female instructo[r]<br><br>"legs, bums and [...] tums class and [...] was a male In th[e] class, but it kind[...] had an negative[...] effect, because [...] majority of the g[...] found it a little b[it] weird, and it was[...] little bit off puttin[g]<br><br>"when a male co[...] in, that kind of security blanket [...] gone" |

| C | "They should participate in sport I don't see why they shouldn't participate just because of their gender"<br><br>"I think men and women are equal in society even though this wasn't the case before it is the case now to an extent" | "an extent because you usually see women going to see their partners playing sport but you never really see men going to see their partners participating in sport, as if there is a dominance in who should play and who should watch" | "the girls did sports such as hockey and netball and the boys did rugby and football"<br><br>"didn't affect me because I was interested in hockey and netball and I see sports such as rugby and football as more of a boys sport"<br><br>"yeah I suppose it has by because …. Ummm making girls do certain sports and boys do the other sports has made me think in my mind that they are the sports that each sex should be doing" | "should be separate because of the things such as physical differences however I do think they should have an opinion on sport they want to take part in" | "I enjoy exercising with people around me like I wouldn't go to the gym on my own as I feel insecure and uncomfortable" | "I enjoy keeping fit, the music and ummm … socialising"<br><br>"these are the classes that my friends want me to go to"<br><br>"to be honest as long as I'm there with a girl that I know it wouldn't bother me if there were males there as well"<br><br>"as long as there was someone there I know like a friend it wouldn't bother me whether the instructor was male or female" | "I would prefer t[o] work in a group said if I was to g[o] my own I would uncomfortable a[nd] insecure"<br><br>"I wouldn't go to class without knowing anyone there" |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *funky pump , circuit s, TRX and Kettle bells and bag class* | | | | | | | |

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| D

*Zumba and legs, bums and tums* | *"historically I think sport was associated with as a male activity"*

*"certain degree but mainly from the point of view of physicality where as women have equal rights and encouraged to become more involved in perhaps male dominated roles in society umm women are not as physically capable of doing certain jobs* | *"intense if you look at media coverage of sport, if you turn on television how often to you actually see any women sport being shown at all on TV"*

*"write up on sport or the majority of it is all umm about men participating in sport!* | *"girls did PE separately and games, and we did hockey and netball and volleyball and the boys did football and rugby umm this tends to make you then umm, this tends to perhaps influence then on what sports girls look to do"*

*"tend to think of certain sports as being traditionally for boys and others traditionally for girls, eg ummm rugby for boys and umm netball for girls"* | *"boys and girls are kept separately umm for their lessons because the physicality"*

*"boys and girls to be offered to do all sports and not just the ones that your expected to do by gender"* | *"historically I would certainly go for classes which are more associated with umm ladies fitness, umm I'm more comfortable being in a class with other women"* | *"get myself physically fit, tone up and for the health benefits that I'm likely to get out of it, and also the fun and enjoyment"*

*"I want to get fit, tone up and for the health benefits, and also the leisure centre have a good social side"*

*"There isn't like competitiveness there it is more of a fun way to get fit and the same with umm legs, bums and tums, it covers or aims at* | *"I felt uncomforta… when the majori… people taking pa… were men and it… very much so a competitive environment and… umm I just didn'… enjoy it at all"*

*"prefer to come … company I feel … comfortable with… lady there with y…*

*" less intimidate… and somebody t… have a chat to a… somebody who's… same sort of lev… fitness"*

*"feel more at eas… as you've got somebody there… you"*

*"all women rathe… than mixed, um… feel it's less* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | *eg I think I would prefer uhh a fireman trying to carry me out of a window in a burning blaze rather than a woman and id feel more umm comfortable with a man because of the physicality point of view"* | | *"they were the only sports that we were actually allowed to try umm and then as a result they were the only sports you came involved with umm casing point when I left school I played for a ladies hockey team"* | | | *improving the areas that ladies are looking at that perfect bikini body"* <br><br> *"lady taking the class they understand your needs and what your aims and objectives are more so and from a physicality point of view they would have the same capabilities physically"* | *competitive environment and tends to meet th… aims and object… I'm actually goin… for"* <br><br> *chool years traditionally it alw… was girls and bo… separately exercising and a… from this its mor… stereotypical for… women to exerc… together and me… exercise togethe…* |
| E <br><br> *Zumba, legs, bums and tums, flex and tone* | *"I think that men do a wider variety of sports than women but I don't see why women can't also participate in sport just because of gender"* <br><br> *"men used to have a* | *"I believe men take part in more manlier sports rough sports which leads them to have this stereotype"* <br><br> *"more normal for a girl to go watch their boyfriend play sport I* | "always did separate classes, the girls would do umm hockey, dance and then the boys would do things like rugby and football" <br><br> *"prefer it that way, I feel much more* | *"girls should be separate from the boys, I think that a lot of the girls would be embarrassed exercising with the boys"* <br><br> *"they should have more choice of variety of* | *"football for a couple of months when I was about 9, but umm my mother discouraged me doing this as she thought it was a bit rough for me, and wanted me to do things like ballet instead"* | *"get fit, but also to meet new people"* <br><br> *"I've noticed that more women tend to take part in these classes so I have just sort of gone with the crowd"* | *"I enjoy working… group with other… as I don't feel as… confident when… on my own"* <br><br> *"doing circuits cl… like a Bootcamp… class however I… didn't like how th… instructor was shouting comma… I felt quite uncomfortable"* <br><br> *"I would much p…* |

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| *more dominant role but obviously things are changing, generations are changing"* | *wouldn't really want my boyfriend watching me participating in sport"* | *comfortable doing sport in front of all girls than the boys"*<br><br>*"I feel way more comfortable exercising with women because that's what I'm used to id feel quite embarrassed or uncomfortabl e having to exercise in front of men*<br><br>*"I've always done netball, hockey and umm dance so I do associated them more with women"*<br><br>*"I've just always been brought up to not exercise around boys, like in school I would feel quite under minded having to do an exercise class with* | *what they do rather than just netball or hockey"* | *"my mother always thought that things like football for girls was too rough so that sort of discouraged me into going for more non-contact classes such as Zumba, ummm to be honest now when I do things like that I enjoy them and feel more relaxed"* | *"I like to take part in the classes because I feel comfortable and I would rather exercise with women and know that 95% of the time only women will attend"*<br><br>*"woman instructor , I think they are more understandin g, and on the same wave length"* | *all women class I've always done this way since school, I would quite uncomforta to have men doi the same classe with me"* |

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| | | | *boys "* | | | | |
| F<br><br>*funky pumps, Boxer cise and circuit s* | *" know the generation has changed, and women play just as much sport as men these days"*<br><br>*"think its old generation, times have changed and people do have views as in that men are more higher than women and they should be playing sport and women shouldn't but I think that has changed now to modern society"* | *"watch my boyfriend play football and you have all the girlfriends, or mothers on the side lines watching as if they are the cheerleader"* | *"personally myself I probably would if we had the choice I would have picked football as one of my PE sports because that what I would have preferred but we didn't have the choice"*<br><br>*"I'd still play football even if it's not you know called as a woman sport"*<br><br>*"i think the way in school could have influenced as I said with PE your always separate from the boys, girls and boys, so that's why they continue to be in separate girls thinking this is for girls and this is for* | *"should have the option what they wanted to pick not just stereotypica l think that uhh girls netball, hockey, I said to be honest same with boys, some boys don't football, maybe they prefer netball but won't have the choice "*<br><br>*"well about being brought up I think that does have a big impact as I said I've been brought up to play football as if it's an open sport but if like my mother, uhhh my mother put me into dance when I was younger,* | *"I've always been brought up in a sporting background like my father played football, I always used to watch him, my older sister played football that's how I started really, so I've always been brought up that any sport is socially acceptable for women to play as well so I would pick any class rather than just a stereotypical class for girls do you know"*<br><br>*" I said from a young age I've always been mixed with boys and girls so I don't see the difference as I've got older the change"*<br><br>*"it doesn't really make a difference for me to be* | *"keep fit really and umm you do socialise"*<br><br>*"yeah anything really as I've said I am open minded of all different sports and exercise groups"*<br><br>*"cause it's the same as group activities I prefer just to be with someone, more motivation than just being on your own"*<br><br>*"when I first started playing football when I was younger it was mixed boys girls playing so it wouldn't make a difference you knows boys or girls* | *"work, getting ol and umm you kr time consuming, haven't got enou time really with hours"* |

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| | | | boys" "because as I said you get put into, you don't have an option, you know if you're a girl you're playing hockey or netball, or if you're a boy you're playing rugby and football so you don't have a choice, ummm when I was in comp as well GCSE I took PE and also picked football, and I was the only girl, so then you do get banter as in ohhh lesbian playing football so maybe that is why some girls don't pick the umm maybe they would want to pick but don't want to just in case they are stereotyped as a | then obviously that is what I'd be doing now and I'd probably be a bit more feminine with that side to it, I wouldn't be playing football but that's what I was brought up" | honest as I said from when I was younger I was brought up with mixed groups, boys and girls so it doesn't make a difference" | mixed that's what I've been used to anyways, so uhhh therefore I'm happy to do a fitness class with both men and women" | |

| | | | boisterous sport" | | | | |
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