## PERMISSION FOR EXTENSION OF ASSIGNMENT SUBMISSION DATE

Name: William Grogan-Howell  
Programme: SPE

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Title</th>
<th>Assessment Type (WRIT2, EXAM1 etc)</th>
<th>Initial Submission Date</th>
<th>Period of Extension</th>
<th>New Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSP6050</td>
<td>Independent Project</td>
<td>19\textsuperscript{th} March</td>
<td>1 week</td>
<td>2\textsuperscript{nd} April</td>
<td></td>
</tr>
</tbody>
</table>

Extension granted by Gareth Wiltshire on 11\textsuperscript{th} April

Deputy Dean Signature

Please ensure that you attach a copy of this extension form to your submitted assignment(s) by the new submission dates quoted. Failure to do so will result in a maximum mark of 40%.
Cardiff School of Sport  
Dissertation Assessment Proforma: Empirical

<table>
<thead>
<tr>
<th>Student name:</th>
<th>William Grogan-Holwell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>20009122</td>
</tr>
<tr>
<td>Programme:</td>
<td>SPE</td>
</tr>
<tr>
<td>Dissertation title:</td>
<td>A single case study investigating key stage 4 males and P.E teachers understanding of pupil voice.</td>
</tr>
<tr>
<td>Supervisor:</td>
<td>David Aldous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title and Abstract (5%)</td>
</tr>
<tr>
<td></td>
<td>Title to include: A concise indication of the research question/problem.</td>
</tr>
<tr>
<td></td>
<td>Abstract to include: A concise summary of the empirical study undertaken.</td>
</tr>
<tr>
<td></td>
<td>Introduction and literature review (25%)</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>Methods and Research Design (15%)</td>
</tr>
<tr>
<td></td>
<td>To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.</td>
</tr>
<tr>
<td></td>
<td>Results and Analysis (15%) ²</td>
</tr>
<tr>
<td></td>
<td>To include: description and justification of data treatment/data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.</td>
</tr>
<tr>
<td></td>
<td>Discussion and Conclusions (30%) ²</td>
</tr>
<tr>
<td></td>
<td>To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.</td>
</tr>
<tr>
<td></td>
<td>Presentation (10%)</td>
</tr>
<tr>
<td></td>
<td>To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation</td>
</tr>
</tbody>
</table>

¹ This form should be used for both quantitative and qualitative dissertations. The descriptors associated with both quantitative and qualitative dissertations should be referred to by both students and markers.  
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.
A SINGLE CASE STUDY INVESTIGATING KEY STAGE 4 MALES AND P.E TEACHERS UNDERSTANDING OF PUPIL VOICE

(Dissertation submitted under the Pedagogy area)

William Grogan-Holwell

ST20009122
A SINGLE CASE STUDY INVESTIGATING KEY STAGE 4 MALES AND P.E TEACHERS UNDERSTANDING OF PUPIL VOICE.
## CONTENTS

Abstract

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
</tr>
</tbody>
</table>

1. Introduction

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

2. Review of literature

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Review of literature introduction</td>
<td>2</td>
</tr>
<tr>
<td>2.1 Achieving High Quality Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>2.2 Physical literacy</td>
<td>3</td>
</tr>
<tr>
<td>2.3 Physical literacy and High Quality Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>2.4 Considerations for when Pupil Voice is implemented</td>
<td>5</td>
</tr>
<tr>
<td>2.5 Implementation of Pupil Voice within a P.E setting</td>
<td>5</td>
</tr>
<tr>
<td>2.6 Pupil voice and HQPE</td>
<td>6</td>
</tr>
<tr>
<td>2.7 Pupil voice and Physical Literacy</td>
<td>7</td>
</tr>
<tr>
<td>2.8 Barriers to the implementation of Pupil Voice</td>
<td>8</td>
</tr>
<tr>
<td>2.9 Conclusion of literature review</td>
<td>8</td>
</tr>
<tr>
<td>2.10 Proposed research questions for study</td>
<td>9</td>
</tr>
</tbody>
</table>

3. Methodology and methods

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 Methodology and Methods</td>
<td>10</td>
</tr>
<tr>
<td>3.1 Research justification Qualitative methodology</td>
<td>10</td>
</tr>
<tr>
<td>3.2 Single case study research design</td>
<td>11</td>
</tr>
<tr>
<td>3.2.1 Participants</td>
<td>11</td>
</tr>
<tr>
<td>3.2.2 Ethics of working in schools</td>
<td>11</td>
</tr>
<tr>
<td>3.3 Methods and procedures</td>
<td>12</td>
</tr>
<tr>
<td>3.3.1 Semi structured Interviews</td>
<td>12</td>
</tr>
<tr>
<td>3.3.2 Focus group</td>
<td>13</td>
</tr>
<tr>
<td>3.4 limitations of the interviews and focus group</td>
<td>14</td>
</tr>
<tr>
<td>3.5 Data analysis</td>
<td>15</td>
</tr>
</tbody>
</table>
4. Results and discussion

4.0 Results and discussion of findings 16
4.1 Understanding pupil voice 16
4.2 The role of pupil voice within P.E 18
4.2.1 The role of pupil voice within P.E feedback 18
4.2.2 The role of pupil voice within P.E a level of choice 18
4.3 The benefits of pupil voice 20
4.3.1 The benefits of pupil voice physical literacy 21
4.3.2 The benefits of pupil voice HQPE 23
4.3.3 The benefits of pupil voice providing feedback for HQPE 24
4.4 Opportunities to implement pupil voice 25
4.5 Barriers preventing pupil voice being implemented 26

5. Conclusion of single case study 29
5.1 Limitations of the single case study 29
5.2 Areas for future research 29

References 31

Appendices

A- The ten outcomes of HQPE A1
B- Mosston & Ashworths (2002) teaching style spectrum B1
C- Data analysis tables C1
Abstract

The purpose of this study was to investigate key stage 4 males and P.E teachers understanding of pupil voice. A total of 9 participants were involved in this single case study consisting of 6 key stage 4 male students and 3 male P.E teachers including the head of P.E. Semi structured interviews and a focus group were employed as methods for gaining the views and opinions of the participants involved. Primarily there were three themes inherent throughout the study, these were: Pupil voice, physical literacy and High Quality Physical Education (HQPE).

The study found there was a shared understanding between students and P.E teachers concerning their understanding of pupil voice as being one that allows a voice and opinion for students, the role it plays in P.E being one that enables pupils a participative role on their education and the benefits inherent within pupil voice being extensive and varied when pupil voice is implemented. However when asked about how pupil voice was implemented the P.E teachers and key stage 4 males both revealed that pupil voice was facilitated by giving pupils a level of choice regarding the sports they participate in during P.E lessons. This contrasted their responses concerning their understanding of pupil voice and the role it plays in P.E as one that allows a chance to express their views and opinions and have a participative role in their education. With reference to the benefits of pupil voice when its implemented, the study found there was a strong link between pupil voice and promoting physically literate males within key stage 4. What is more, there was also a link made between pupil voice and the promotion of a higher quality of physical education through the use of feedback for future improvement by P.E teachers. Despite this the study indicated that only 2 of the 10 outcomes of HQPE were promoted through the implementation of pupil voice.

Key words: Pupil voice; Physical Literacy; High Quality Physical Education.
1.0 Introduction

Succinctly, pupil voice is understood as pupils having a say within their microclimates, such as the matters affecting them and their education within school (Ball, 2006). In a broader context Flutter, (2007 p.126) states “In its widest form pupil voice or student voice is defined as every way in which pupils are allowed or encouraged to voice their views and preferences on matters that effect their lives”. Alternatively pupil voice as a concept is linked through a connection of ideas and strategies that focus on ways of giving young people a more active, participative role in the decision making process concerning their education (Alderson, 2008).

Despite there being literature that attempts to define pupil voice it is challenging to establish the origin of the phrase ‘pupil voice’ or “student voice” What is easy to ascertain however is the notion is owes its roots to the United Nations Convention on the rights of the child (1989). These rights clearly state that children and young people have a right to orate their thoughts and opinions on issues effecting them. These rights have acted as a catalyst to ensure that pupil consultation is adopted when determining strategies within their medical care, general wellbeing and more specifically, their educational systems (Cheminais, 2008). The aim of this study was to investigate key stage 4 males and P.E teachers understanding of pupil voice.

The dissertation looked at a single case study involving a total of 9 participants consisting of 6 key stage 4 male students and 3 of their relevant P.E teachers including the head of P.E. The project had three research questions it aimed to address; the first is how key stage 4 males and their P.E teachers understand Pupil voice and the role it plays within a P.E setting. The second is what benefits are inherent within pupil voice concerning physical literacy and HQPE. And finally, the third was how pupil voice is implemented and what barriers P.E teachers face trying to apply pupil voice into their P.E lessons. There is a level of importance as far as the aim of the study and the research questions it aimed to address are concerned. This is because although the dissertation has attempted contributed to literature that has already been established relevant to pupil voice, it has also intended to investigate some areas where the literature is quiet scarce. These areas include the barriers P.E teachers face trying to implement pupil voice and also what the concept of pupil voice means to key stage 4 males and P.E teachers and the role they believe it has within a P.E setting.
CHAPTER 2
REVIEW OF LITERATURE
2.0 Review of literature introduction

The following chapter will examine and review the literature relevant to the dissertation topic. It will start with High Quality Physical Education (HQPE) and then progress onto physical literacy whilst looking closely at the roles they have within a P.E setting and how they necessitate each other. Finally this chapter will give an overview of the literature and research on pupil voice focusing on how all three of these subjects interlink, and ultimately how pupil voice can benefit HQPE and physical literacy within schools.

The research on pupil voice and its influence within a physical education setting suggests that pupil voice works coherently with sustaining a high standard of P.E through listening to the thoughts of pupils with regards to their education. In turn pupil voice can act as a catalyst to encourage the proposed benefits of HQPE and Physical literacy through allowing pupils to have a voice and by heeding to the ideas and thoughts of pupils experiencing it physical education directly.

It is important that students develop physical literacy in schools because of the characteristics that can be seen as a result of its achievement. Qualities such as increased confidence, motivation, physical competence and ultimately a lifelong appreciation and commitment to physical activity are all evident when physical literacy is discovered (Whitehead, 2010). Such characteristics are also evident when a school implements HQPE within their P.E department and since the HQPE initiative was formed the benefits inherent within it have improved the standard of Physical Education as a whole (DFES 2004). Furthermore, the delivery of HQPE and provision of Physical Literacy has aided schools to achieve the desired expectations of the national curriculum (Department Of Education 2014). Additionally this has provided opportunities for pupil voice to emerge within schools working coherently with promoting schools HQPE and physical literate student individuals.

2.1 Achieving high quality Physical Education (HQPE)

The first reference to HQPE was introduced in the document sport for young people or DCMS, (2004) which established ten outcomes that were evident when HQPE is implemented within everyday physical education (See appendix A1). It is now advised that schools should have a clear understanding of what HQPE is and aspire to achieving it because it promotes lifelong physical activity (Kirk, 2005). HQPE is evident within schools
when pupils are committed to sport and make it a central part of their lives, understand clearly what they wish to achieve and methods to accomplish it, show a desire to improve by reflecting on their own capabilities, enjoy being involved in sport and have the confidence and will to participate see Garn & Cothran, (2006).

All schools that follow the HQPE advisory aim to teach in an inclusive way to involve all participants in sport and physical activity no matter what their ability or disability. Thus physical educators should have plans in place to ensure all can be involved within P.E lessons to ensure this is achieved (Dowling, 2006). The Department for Education and Skills (DES, 2004) state that inclusive practice is a fundamental aspect of HQPE that aims to increase the overall participation of students in P.E and physical activity. This is because increased participation works coherently with reducing obesity and promoting confidence from students in schools (Cale and Duncombe, 2008).

It follows that the benefits of schools maintaining HQPE through strong school- club links and extracurricular activities are evident. This is because in many cases when a child finishes school their involvement in physical activity and sport also ceases. By joining a club outside of school, young people are often given the opportunity to continue physical activity and sport long after they graduate. (Garn & Cothran, 2006). Additionally sports clubs also allow for young people to try new sports that they may not have had an opportunity to participate in schools and young people benefit from seeing the connection between different opportunities to learn and often thrive doing so. The following chapter will review the literature found on physical literacy.

2.2 Physical literacy

Physical literacy has three underpinning elements and the first is the affective which relates to the confidence, commitment and motivation of an individual. The second is the physical which relates to one’s competence physically and the third element is the cognitive which refers to a person’s knowledge and understanding see Whitehead (2007). Further Physical literacy can be developed through a wide range of activities that promotes an individual’s balance, coordination, agility, and other fundamental skills (Corlett, 2013). When an environment is facilitated to promote physical literacy and it is nurtured, all of these attributes interlink and complement each other to form a foundation where an individual’s learning and a lifelong appreciation for physical activity is evident.
Fundamentally Margaret Whitehead is regarded as the founder of Physical Literacy, she suggests the affective, the physical and the cognitive elements are of equal importance when being promoted within schools. Without the affective motivation there wouldn’t be any incentive to take part in physical activity, without the promotion of physical competence an individual won’t have a foundation to appreciate physical activity as satisfying and rewarding and without the knowledge and understanding of physical activity one wouldn’t appreciate its value when participating throughout their life course see Whitehead, (2012). When an individual decides to be physically active they rely on all three of these domains. These elements are co dependant and if there is a healthy balance between them all, a person forms an attachment to physical activity, is physically literate and a foundation for life long participation is formed (Whitehead, 2005). As far as physical literacy is concerned some authors suggest there is a strong link between physical literacy and HQPE (Kirk, 2005). The following chapter will discuss this link relating to the literature found.

2.3 Physical literacy and HQPE

Physical literacy or an individual becoming physically literate is as an outcome of and ascertained through HQPE see Haydn-Davies (2010). This is because although physical literacy is enhanced via the journey a person takes throughout their life course it fundamentally starts within their physical education lessons at school. With this in mind it is important to realise, a pupils physical literacy depends on the interaction between the P.E teacher as well as the quality of the lesson being taught (Whitehead, 2011). If a P.E department adopts an elitist attitude where only the most physically able are subject to attention and positive interaction from their educators then although a school may be renowned for their sporting achievement they may not be adopting a high quality of physical education nor promoting physical literate students (Roetert and Jefferies, 2014). When a P.E department follows the HQPE advisory the link between HQPE and physical literacy will be evident because all students will show the characteristics of being subject to HQPE and the benefits inherent within being physically literate.

It is P.E teachers’ responsibility to ensure their pupils are facilitated with opportunities to become physically literate whilst they are at school as they are the more significant others capable of providing positive experiences to their students within physical education to start them on their physical literacy journey (Whitehead, 2001), (Sport England, 2009) and (Sport Wales, 2007). Following the literature reviewed on physical literacy and HQPE the literature review will progress onto the following chapter which is Pupil voice.
2.4 Considerations for when Pupil voice is implemented

Despite there being literature that attempts to define pupil voice it is challenging to establish the origin of the phrase ‘pupil voice’ or “student voice” What is easy to ascertain however is the notion is owes its roots to the United Nations Convention on the rights of the child (1989). These rights clearly state that children and young people have a right to orate their thoughts and opinions on issues effecting them. These rights have acted as a catalyst to ensure that pupil consultation is adopted when determining strategies within their medical care, general wellbeing and more specifically, their educational systems (Cheminais, 2008)

In order for the benefits inherent within pupil voice being implemented to be of most use it is fundamental that teachers and educators see young people as competent enough to make correct decisions for themselves and that their views and opinions hold value see Hodgkin, (1998). Traditionally students were seen as passive and innocent individuals who were expected to be seen and not heard (Meegan, 2012). However in order for pupil voice to be of most use these traditional approaches should be eliminated and instead, young people should be viewed as competent individuals that can orate and evaluate their own views and opinions effectively. It follows that there are different ways in which Pupil voice can be implemented within a P.E setting.

2.5 Implementation of Pupil voice within a P.E setting

The Department for Education (2004, p46) (DfE) states “pupil voice should be applied in schools to enhance the influence of pupils in the delivery of their education by allowing their views and thoughts to be included when schools make decisions on their learning” (DfE, 2004, p.155). In many cases this is facilitated through student councils where pupils are able to hold group discussions and can elect certain individuals to act as a voice to orate the collective opinions of pupils in order to put forward new ideas and express their needs and issues to relevant teachers.

A study by Sanford et al (2012) identifies some ways in which pupil voice is implemented within a P.E context. Some departments implement pupil voice by allowing their students to choose the activities they wish to participate in during P.E lessons (e.g., football, hockey or rugby). Other schools allow for feedback forms to be filled out confidentially relating to
how P.E lessons are run, allowing opinion for what pupils enjoy and don’t enjoy but most importantly how practices could be changed. Alternatively some P.E teachers choose to allow pupils to voice their thoughts in a more direct way at the end of lessons by asking them what they thought went well about a lesson, what didn’t, and what they would like to see changed in the future.

Sanford et al (2012 p.32) argue “the omission of listening to young people’s voices can be a major downfall to a Physical education department”. Their study showed that schools which consulted students through applying pupil voice increased pupils overall understanding of how physical education plays a key role in their lives. Their findings also suggest that when teachers focused on the voices and experiences of students in different physical education settings it enabled a higher evaluation of their experiences and in doing so, helped them to realise how different physical activity contexts contribute to students learning. HQPE is expected within schools nationally across Britain, following the chapter detailing the implementation of pupil voice the next chapter will examine the link between pupil voice and HQPE.

2.6 Pupil voice and HQPE

In order for schools to be classed as meeting the standards of High Quality Physical Education they are expected to meet the national curriculums goals (Department Of Education 2014). By the end of key stage 4 the national curriculum for P.E in England expects students to be able to implement and develop a variety of strategies to overcome opponents in a competitive environment. In order for these tactics and strategies to be implemented students must have the confidence to communicate such plans to their teammates (Heath 2004). In many ways pupil voice can contribute to the achievement of this expectation. This is because if the opportunity is given to pupils to voice their opinions in a P.E setting this prospect can be more easily met due to them having the experience and confidence of voicing their views and articulating them to others.

If pupils are given the chance voice their views on their physical education there is an increase in engagement because students feel appreciated and gain self respect. This increase in engagement can in turn have a positive effect on a number of health issues like obesity, participation levels, health awareness and overall well-being (O’sullivan & Macphail, 2010); All of which are taught through P.E. and go hand in hand with the ten desired outcomes of High quality Physical Education (HQPE) (see appendix A1). Additionally, one of the proposed outcomes of HQPE is a student’s ability to think about
what they are doing and to make appropriate decisions for themselves. Amidst pupil voice students are directly given the opportunity to think and make decisions for themselves and then to relay their thoughts to their teachers. The opportunity for pupil voice in schools can improve students decision making skills and in turn contribute to reaching another outcome of HQPE. It follows that a link could be made with another subject within the literature review with pupil voice and that is physical literacy. The following chapter will investigate the link between pupil voice and physical literacy and the literature supporting this link.

2.7 Pupil voice and physical literacy

A physically literate individual will be able to complete and overcome tasks through monistic approaches, meaning they will succeed through using their mind and body coherently to adapt to changing environments and tasks. Further a physically literate person will adapt to interact at ease with others in group situations socially due to them appreciating skill required and the aesthetic appeal necessary to express quality in movement. In a practical scenario they will be able to move creatively and communicate efficiently whilst taking into consideration the social responsibilities in place whether the context be familiar or unfamiliar (Whitehead, 2005) and (Corlett, 2013). With this in mind, a student that has been educated in an environment where they can have a voice and express their opinions may be further in their physical literacy journey. That is, compared to one that has just been educated solely to improve physical competence without any cognitive challenges and opportunities to orate their ideas. Humans on their physical literacy journey are influenced by every experience they have and develop through every interaction with the world around them (Whitehead, 2005). With reference to this if a pupil is subject to negative experiences and interactions within P.E and isn’t able to voice their opinion and views on their experiences then surely this could prove detrimental to their physical literacy journey. Whereas if pupil voice was enabled then this could prove beneficial to their progressing physical literacy.

Whiteheads, (2007) philosophy considers a participant as a human entity that is influenced by every experience they have and by every action that takes place around them whether it be a physical or psychological influence and or a positive or negative experience. These experiences contribute to a person’s physical literacy and can determine why some people are active and others refuse to be active at all costs. Her theory argues that the richer ones interactions and the more positive their experiences in P.E the more fully literate a human shall be. What is more, the notion of literacy is used in relation to physical activity to explain how one can enrich their life through being physically literate and engaging in
physical activity. physical literacy isn’t taught or learnt like football or gymnastics. Instead, it is a person’s disposition that is developed as a result of constructive and rewarding experiences facilitated by their practitioners (Whitehead, 2010) and (Tremblay and Llyod 2010). Consequently as a result of these experiences pupils make progress on their physical literacy journey.

As far is pupil voice is concerned, when students have an opportunity to voice their views their overall experience of education and being educated may be improved due to them feeling more appreciated once their voices and opinions are perceived as having value see Flutter, (2010). Under these circumstances pupil voice can be seen as a way of facilitating an environment for an individual’s physical literacy to develop by providing a more positive experience within P.E. The literature review will know focus on the barriers that prevent and make the facilitation of pupil voice more difficult to implement within a P.E setting.

2.8 Barriers to the facilitation of pupil voice

Despite Sanford et al, (2012) study indicating the benefits inherent within schools that adopt pupil voice their study fails to address the issues and barriers teachers face trying to facilitate it within their lessons and schools. However although pupil voice can be very beneficial to an educational environment this idea has consistently been reported as hard to carry out and put into practice (Flutter, 2010). This is due to pupil voice meaning different things to various people and the concept itself can be misleading. Thus, in many scenarios a teachers idea of what pupil voice is can vary and be misunderstood meaning that it isn’t facilitated properly or effectively.

Furthermore although there is an abundance of literature supporting the benefits of pupils having a voice within education there isn’t always a set method to put into practice that will always effectively facilitate pupil voice due to the complex and ambiguous nature of pedagogy (Ball 2006). This is because there has to be a level of authority channeled from the teachers to the pupils. “When implementing pupil voice naturally, the authority of teachers is rivalled” (Whitty, 2002 p87).What is more, Whitty, (2002) further explains pupil voice shifts the balance of power from the teacher to the pupil and In many cases students will utilise this as an opportunity to miss behave or undermine the teacher rather than using it as a tool to express their opinions.

2.9 Literature review conclusion
To conclude despite the literature supporting all the positive effects of pupil voice and its contribution to HQPE and physical literacy, the literature review found there are also barriers that restrict teachers implementing it into their everyday teaching practice but not all the literature identifies it (Sandford et al 2012 and Marsh 2012). Additionally there isn’t any literature that studies key stage 4 male pupil voice and the specific approaches that teachers use to ensure it is in place. Study’s that do compare gender attitudes towards physical education show that key stage four males are more reluctant to voice their opinions on Physical education because they are more interested in the participation in sport rather than the talking about what happened, why it happened and what could have been done better. (Spray & Briddle 1997 & Daley 2002). Because of this, there is a gap in the research that could further enhance knowledge and understanding of pupil voice and its influence on students and methods in which it is implemented within schools to key stage 4 males.

2.10 Proposed research questions

Following the review of the literature four key questions were proposed for the study. The first is how key stage 4 males and their P.E teachers understand Pupil voice and the role it plays within a P.E setting? The second is what benefits are inherent within pupil voice concerning physical literacy and HQPE? The third is what barriers do P.E teachers face trying to implement pupil voice into their lessons? Following the research questions a qualitative methodology and method was implemented to carry out the data collection for this study.
CHAPTER 3
METHODOLOGY AND METHODS
3.0 Methodology and methods

This chapter will outline the elements of the process in which this study was conducted focusing on the methodology chosen, the participants involved and ethical protocols that needed to be in place. Progressing onto methods and procedures used then finally concluding with the data analysis detailing how the collected data was analysed to form a discussion. Firstly, a methodology was chosen to justify the research.

3.1 Research justification Qualitative Methodology

The purpose of this study was to contribute towards the current literature on Pupil voice and its value within a P.E context by listening to the thoughts and opinions of key stage 4 male students and Physical education teachers on pupil voice. In order to fulfill the purpose of this study different methodologies were explored and considered. Despite certain approaches having their own advantages the qualitative methodology was adopted due to its relevance and suitability. According to Denzin and Lincoln, (2005 p46) “qualitative research is used to gain in depth and realistic information in relation to people’s views and opinions on certain subjects”. Accordingly this qualitative analysis approach allowed for collection of data that acts as a reflection of the participants understanding and interpretations of the certain issues raised on pupil voice.

Additionally qualitative research is used to try and explain the how and why rather than stating the who, what and when (Marshall and Robson, 1999). In light of this, and in relation to the study a qualitative research approach may have allowed for a deeper understanding of how pupil voice is implemented and why pupil voice should be put in place in a P.E setting for key stage 4 males rather than just identifying the facts of who, what and when. Qualitative methods are considered better suited to studies that require natural surroundings and have a small sample size (Drew et al., 2007) This project involved a small sample size by only focusing on one school, its P.E department and the key stage 4 males that were educated within it. Moreover because it involved young participants that may of required a feeling of comfort in order to express their true opinions and thoughts this qualitative approach was chosen.

Finally, qualitative studies are more susceptible to lead the researcher into unforeseen areas of discovery (Kvale and Brinkmann, 2009). With this in mind, although the study has proposed questions to guide the research this approach may have also allowed for new concepts and findings to emerge. Based on the methodological approach being qualitative a certain research design was planned with regards to who would participate
3.2 Single case study Research design

A single case study was chosen as the method to carry out this project. This is because it enables an in depth study to take place with a natural surrounding allowing for an informative collection of data that can be used to represent a deeper understanding of the dissertation topic (Armour and Macdonald, 2012). A single case study enables an examination of a phenomenon using a variety of different data sources (Baxter, 2008). In this instance the variety of sources for the data involved key stage four males and their respective P.E teachers and the exploration of pupil voice would be subject for the project. After a single case study was chosen as a method to carry out the project the participants involved were then considered.

3.2.1 Participants

A total of 9 participants were involved in the research project. This was split into 6 key stage 4 males taking part in the focus group interview and 3 P.E staff being interviewed separately in a semi structured manner. Data was collected from both P.E teachers and their Key stage 4 male students in order to gain a deeper understanding of the thoughts and opinions relevant to the dissertation topic from both the educators and the learner's perspective. The selection of the 6 key stage 4 males didn't involve any specification of their aptitude or ability to contribute to the focus group positively, according to the teachers that picked them they were chosen at random. All participants were numbered 1, 2, 3, 4, 5, and 6 and teachers were listed as A, B and C to promote confidentiality. Taking into consideration the ethical concerns that are in place with any study working with children under the age of 18 the correct steps were implemented in order to make this project as ethically viable as possible.

3.2.2 Ethics of working in schools

The following steps and procedures to ensure the study were ethically viable were discussed and followed through with the dissertation tutor and I. For the most part he acted as a critical friend to discuss the criticality of the study. Firstly approval for working with children had to be certified by the ethics committee at Cardiff Metropolitan University. In order to do this, a DBS check (Disclosure of Barring Service) coupled with ethics forms detailing the methods proposed to carry out this research and the safeguarding procedures in place during the study were submitted to the University. The ethical approval was granted conditionally which gave permission for the study and data collection to go ahead.
Secondly before any data collection took place a consent form and information sheets were sent to the head teacher of the school involved in the study. The information sheets and consent form outlined the aims and purpose of the study, the proposed benefits of the study, what was being asked of those participants involved, included the participant’s rights to withdraw at any time from the study and the relevant contact details the head teacher may need. Finally, once the consent form had been signed and the head teacher of the school agreed the study could take place similar information sheets and consent forms were sent to teachers involved in the interviews, key stage 4 males taking part in the focus group and their parents/guardians. It was essential that consent was confirmed from parents/guardians due to the fact that all participants involved in the focus group were under 18.

During the focus group with the key stage 4 males there was a qualified teacher present throughout in order to comply with policies regarding child protection. (Although the teacher did not sit at the table with the focus group they were present throughout its duration). Before the focus group took place the teacher overseeing the process read through the initial interview questions that had been set up as platform so they were aware of what the students were going to be asked and could approve their use (See evidence file). Efforts were made to ensure all participants involved in the interviews and focus group felt comfortable before starting by building a rapport which wasn’t recorded and all of their rights were recapitulated including stating their rights to leave the study at any point. Once the ethical issues inherent within working with children under the age of 18 were identified and acted upon the methods and procedures chosen to carry out the study were established. The following chapter will outline the methods and procedures for this research project detailing which methods were used and the reason for them being chosen.

3.3 Methods and procedures

3.3.1 Semi structured Interviews

Qualitative methodological approaches often use semi structured interviews with probing questions directed towards the participants involved to establish the why and how from particular issues (Bemberger, 2000). Accordingly one of the methods chosen to undertake this study was semi structured interviews. Such Interviews are seen as efficient ways of gathering data by allowing room for discussion and multi-sensory channels to be opened for interpretation (Gratton et al, 2010 and Kvale, 2009). Further semi structured interviews
as effective by highlighting they have been used and repeated over a wide and varying example of studies because of their effectiveness to gain realistic responses to adapting questions (Kvale, 2009) and (Cohen et al, 2007). What is more they can allow for real life interpretations and answers from interviewees that reflect their opinions and views on specific matters and issues posed. Finally interviews also allow room for a rapport to be established with participants allowing for an increase in trust and consequently more accurate responses to be given which improves the quality of data overall (Sloane, 2010) and (Gratton et al, 2010).

For this project semi structured interviews were used with P.E teachers. Semi structured interviews should have a foundation of questions to be asked but also allow for a large degree of flexibility, this in turn makes them adaptable but repeatable (Sloan, 2010). For this project a set of questions were established relative to the literature to set a platform for data collection relevant to the research questions posed (See evidence file). However, each semi structured interview allowed for interviewees to feel free to express their views and experiences on new issues as they may further knowledge and understanding of pupil voice as a whole. Before each interview took place a verbal and written introduction was provided which summarised the aims and objectives of the study and reiterated the steps that were going to be taken for confidentiality. Each interview lasted between 15 and 30 minutes and the same platform of questions were used for all three interviews.

To record the data a Dictaphone was used in an empty class where just the interviewee and I were present to improve the overall quality of the recording and to help the teachers feel more comfortable. Finally, at the end of the interview the teachers were asked if they would like to add anything else or ask any questions in relation to the topic. Naturally this was asked to enable any further input from the participants to be added to ensure they and I felt comfortable finishing the semi structured interview, in turn this also allowed the opportunity for further data to be collected and identified which may not have arisen through the semi structured interview. As a result of the decision being made for semi structured interviews to be conducted with the relevant P.E teachers a procedure for gathering data from the key stage 4 males was established and they were focus groups.

3.3.2 Focus group

Focus group interviews were also used as a method of collecting data with P.E students from the school. These types of interviews allow the researcher to establish a topic of conversation and then act as a catalyst that promotes discussion (Cohen et al, 2007). In
doing so, interviewees feel more comfortable expressing their views and opinions because the environment allows for a more naturalistic conversation to take place that participants can relate to with their everyday interactions with others (Pratton 2002). Further focus groups are a good way of gaining data from young participants as they have the ability to express themselves in front of their peers which is often seen as a comforting environment. That is, compared to one on one interviews where they may feel pressured into answering questions they feel the researcher wants to hear (Gratton et al, 2010).

In the past, Rainer et al (2012) and Noyes (2005) have used the qualitative approach as a method of collecting data relative to pupil voice and its influence on education. Noyes (2005) explains that qualitative research is effective at extracting deep feelings, experiences and views of interviewees. Further, it can be meaningful and culturally salient to the individual or group of participants involved which in turn allows for those involved to express opinion and thoughts relevant to the subject (Rainer et al 2012). Because of this, and the nature of the subject being studied a qualitative method was considered for this project. Despite this, there were limitations to be considered.

### 3.3 Limitations of the interviews and focus group

The methods chosen presented three prominent limitations to the quality of the data collected and subsequently the dissertation. The first was although the teachers assured the researcher that the participants for the focus group were selected at random there wasn’t any way of clarifying that the student’s selected didn’t have biased views and thoughts towards pupil voice and its implementation within the school. The second limitation was the qualified teacher provided to attend the focus group interview was a P.E teacher and so the student’s responses and level of interaction on certain subjects could have been compromised. For example, when they were asked if their teachers allowed room for them to express their views and opinions in P.E lessons they may have felt awkward answering that question in a way that could seem derogatory towards their teachers practice. The final and most obvious limitation was the small sample size. Because the sample was only one school and 9 participants it is very hard to justify a true reflection of pupil voice and its implementation within schools. Turning to the data collected and what was to be done with it different methods of analysis were explored.


3.5 Data analysis

Once the data was collected it was organised by transcribing the focus group and all of the recorded interviews. From here, the transcripts were repeatedly read through to gain an idea of the prominent concepts. Following this, an open coding system was implemented which highlighted and commented upon the transcripts to identify their initial thoughts on the responses the participants gave to the questions posed see Popping (2013).

After this coding, certain themes began to surface which allowed for categorisation into relevant groups. In order to analyse the collected data effectively an efficient method of analysis was chosen and put into practice to draw meaning from the collected data. Although different procedures were explored the method of analysis chosen was an thematic content analysis due to its relevance and suitability. This type of analysis proved suitable because it enabled the researcher to ascertain a level of connotation within the data by organising the transcripts so that contrasts, comparisons and insights can be revealed. In order to do this the five phases of thematic analysis was implemented as suggested by Sparkes and Smith, (2014) the first phase was immersion of data which was followed by generating codes within the data.

From here, themes were identified then reviewed and finally established. In that case, the themes identified were the teachers and students understanding of pupil voice, the role pupil voice plays within Physical Education and the benefits of pupil voice including its contribution to physical literacy and HQPE. Equally the students and teachers opinions on opportunities for pupil voice to be implemented but also the barriers preventing its facilitation were identified as prominent themes after analysing the data. This type of analysis enabled for new emergent themes within the data which led to conclusions to be made within the single case study. It follows that after the data analysis the results and findings should be discussed.
CHAPTER 4
DISCUSSION AND FINDINGS
4.0 Results and discussion of findings

Based on the thematic analysis outlined in chapter 3 the following chapter will discuss the findings of the research project. It will use statements from the thematically analysed data whilst referring to the current knowledge and understanding of pupil voice within the literature.

4.1 Understanding of pupil voice

The focus group and semi structured interviews highlighted the key stage 4 males and their P.E teachers participating in this study use a number of ways to understand the meaning of pupil voice. During the semi structured interviews the P.E teachers revealed that pupil voice meant to them an opportunity for their students to give their views and opinions concerning their physical education but also to have a level of control of their education. One teacher communicated what pupil voice meant to him:

“um its in the title its giving the pupils a voice to express their views and opinions whether its what sport they want to play within the um term or the year um or even at the start of the lessons sometimes but also I suppose we can ask them how the lesson went to try and get some sort of feedback on what they are up to and what they think of the sport”

(Semi structured interview 3 P.E teacher C)

Another P.E teacher alluded to pupil voice and its meaning to him:

“well they are still fairly young but I think by structuring the sort of questions so they can voice their opinions would perhaps make them think about their education it also will give them some sort of control over their education”

(Semi structured interview 2 P.E teacher B)

Pupil voice as a concept is linked through a connection of ideas and strategies that teachers can use to allow pupils to have a voice see Alderson, (2008). These ideas and strategies are ways of giving young people a more active, participative role in the decision making process concerning their education. In support of this pupil voice is considered the active opportunity for students to express their views and opinions (Whitty, 2005). With this in mind and in relation to the data collected above both of the teachers refer to pupil voice meaning a way in which pupils can voice their views and opinions. Further they allude to pupil voice meaning their students have a level of control over their
education and the practice of P.E within their school and thus refer to a participative influence in their education.

With reference to the meaning of pupil voice from the key stage 4 males perspective, they discussed how pupil voice meant they had an opportunity to have a participative role in their education through voicing their views. One key stage 4 male said:

“Well we are the ones taking part in our lessons so if we tell the teachers what we like and what we dislike then they can improve the lessons for us”

(Focus group key stage 4 male 3)

Another referred to the meaning of pupil voice to them by saying:

“Yeah because when we’ve expressed our views once after that say we enjoy doing a certain thing we get to do it again say like in here we play a game called benchball and uh we all enjoyed that once and told the teachers and now we have done it many other times and we all enjoy it”

(Focus group Key stage 4 male 7)

Pupil voice can often be very beneficial to an educational environment however this idea has consistently been reported as hard to carry out and put into practice due to pupil voice meaning different things to various people see Flutter (2010). Although this may be the case in some environments this data could illustrate how both the students and the teachers share a common understanding of pupil voice and its role being one of giving students a chance to express their views and opinions and in turn have a participative role in their education. Accordingly this could act as a solid platform for pupil voice to be used as a tool allowing students a more participative role in their education. Both the teachers and key stage 4 males interpreted pupil voice as a way of expressing student’s views and opinions and as a tool for students playing a part in their education but If there was a difference in interpretations then pupil voice could be misunderstood between the two parties and in turn less effective. It follows that the key stage 4 males and their relative teachers may have a view on the role pupil voice plays within their school. The following chapter will discuss the role of pupil voice within the P.E department from both perspectives.
4.2 The role of pupil voice in P.E

4.2.1 Allowing feedback

During this study both the key stage 4 male students and P.E teachers were asked what role they thought pupil voice has within their physical education setting. Primarily both the students and teachers indicated that pupil voice acts as a method of feedback from the key stage 4 males to their P.E teachers. One P.E teachers said:

“I think it gives us as a P.E department some feedback, um some constructive feedback in order to work out whether we are doing the right thing, whether we are fulfilling their needs and enjoyment levels of sport” (Semi structured interview 3 P.E teacher C)

A key stage 4 male thoughts on the role of pupil voice in P.E:

“Well we are the ones taking part in our lessons so if we tell the teachers what we like and what we dislike then they can improve the lessons for us”

(Focus group KS4 male 3)

The data collected suggests pupil voice is used to influence the decisions teachers make concerning their key stage 4 male students learning through the use of feedback. The Department for Education supports this use of pupil voice by stating “pupil voice should be applied in schools to enhance the influence of pupils in the delivery of their education by allowing their views and thoughts to be included when schools make decisions on their learning” (DfE, 2004 p.154). This data implies the students give feedback on their likes and dislikes about lessons and the teachers use the feedback and thus pupil voice to make future improvements. Following this, the interviews and focus group identified another role pupil voice could play within P.E.

4.2.2 Allowing a level of choice

The data collected indicates pupil voice has another role within the P.E department other than facilitating feedback. This role is one that allows a level of choice for students regarding the sports they participate in during P.E lessons. One P.E teacher said:
“in order to work out whether we are doing the right thing whether we are fulfilling their needs and enjoyment levels of sport but also we want to give them some opportunities to pick what they want to do and give them the ability to choose what they want to focus on”
(Semi structured interview 2 P.E teacher B)

This response detailing key stage 4 males could choose the sports they want to participate in was a prominent theme within the data because all of the teachers mentioned this in response to the question posed on the role of pupil voice in P.E. Moreover some students also mentioned there is a level of choice over the sports they participated in during lessons in response to the role of pupil voice in P.E:

“That we have a choice in our P.E we get a choice to choose what we want to do and what we think about the lessons”
(Focus group key stage 4 male 1)

Another key stage 4 male said:

“Um sometimes we get a choice of two sports and we can vote which one we want to do”
(Focus group key stage 4 male 6)

The consistency at which this level of choice is referred to by both key stage 4 male students and their P.E teachers in response to the role of pupil voice in P.E may indicate how important it is to students but also how it is fundamentally part of the influence they have on their education. Traditionally students would have had to participate in the sports and physical activities that their teachers dictated regardless of the student’s views and opinions. The role of pupil voice in comparison to traditional teaching allows for pupil voice to be expressed and more importantly heard which in turn facilitates a degree of choice regarding the sports key stage 4 males can participate in during P.E lessons (O’Sullivan and Macphail, 2010). However despite this, all of the responses given by the key stage 4 males concerning the role of pupil voice in P.E were quiet short and limited in words. In turn this could mean that although the both the P.E teachers and key stage 4 males state that pupil voice is an opportunity to for students to express their views and opinions in reality, they are not actually expressing much of a view or opinion to be interpreted.
4.3 Benefits of Pupil voice

This study asked both P.E teachers and Key stage 4 males on what benefits they feel could come from pupil voice. The responses given in the interviews and focus group suggested key stage 4 males could develop many attributes and personal skills when given opportunities to express their views and opinions through pupil voice:

“so yeah its important they voice their opinions taking into consideration what they need to learn and what they need to get out of P.E it isn’t just turn up and play they need to develop certain skills and they need to develop as individuals and develop evaluating and improving skills because ultimately when they step off the drive at 16 or 18 they are the skills that are going to take them into life”.
(Semi structured interview 2 P.E teacher B)

One teacher expressed how pupil voice can promote communication skills that can be used in later life when children leave school and enter into the field of work:

“being able to communicate that effectively to us is quiet a skill and things like team sports um team players is all part of part of that I think perhaps these sort of environments and being able to manage and cope so you can relate that to perhaps later life when they get a job after they leave school uh when they are managing someone they are working for or the other way around so being able to evaluate situations and communicate effectively really should help”
(Semi structured interview 3 P.E teacher C)

This common theme was also evident from the responses given by key stage 4 males who expressed how they believe evaluating a situation and speaking to their P.E teachers about the positives and negatives in their lessons will improve their communications skills:

“Yeah you have to think about what went well in the lesson and stuff like that and It also helps you in the lesson to like communicate among your team because say if you get put with teams you get to know new people and stuff
like that then in sport you enjoy it so you can speak to them because your enjoying yourself “

(Focus group key stage 4 male 1)

Sanford et al, (2012) study on Pupil voice found that students gain many skills through voicing their opinion such as improved communication skills. This input from a key stage 4 male student suggests they realise how the practice of evaluation or “thinking” process that takes place to identify what went well in the lesson coupled with the opportunity to voice their views can improve their ability to articulate a point or skill to communicate. Further he mentions how pupil voice can then lead to improving his communication skills in game situations and with other students he may not know.

4.3.1 Benefits of Pupil voice Physical literacy

This study also identified some of the benefits pupil voice can have on students during their physical literacy journey at school. Some of the P.E teachers responded by developing an individual through monism by their responses in the interviews:

“So yeah its important they voice their opinions taking into consideration what they need to learn and what they need to get out of P.E it isn’t just turn up and play they need to develop certain skills and they need to develop as individuals and develop evaluating and improving skills because ultimately when they step off the drive at 16 or 18 they are the skills that are going to take them into life”

(Semi structured interview 1 P.E teacher A)

A physically literate individual will be able to complete and overcome tasks through monism, meaning they will succeed through using their mind and body coherently to adapt to changing environments and tasks (Whitehead, 2005) and (Corlett, 2013). To put it more simply, a student that has been educated in an environment where they can have a voice and express their opinions may be further in their physical literacy journey. That is compared to one that has just been educated solely to improve physical competence without any cognitive challenges and opportunities to orate their ideas.

This response suggests the P.E teachers believe it is important to develop their key stage 4 males as an individual both cognitively and physically rather than them “just turning up and playing” which consequently may support pupil voice promoting physical literacy.
Further, a student’s physical literacy development is one that lasts throughout their life course (Whitehead, 2005). When the P.E teacher refers to skills that are going to take them into life at the age of 16 or 18 he is supporting that pupil voice will benefit his students throughout their physical literacy journey.

The key stage 4 males that participated in the focus group in this study also supported ways in which pupil voice can promote physical literacy by referring to one having improved self esteem through pupil voice.

“yeah I feel better because the P.E teachers actually make us feel like we are being listened to for once and in other lessons we don’t get listened to so we feel more important”
(Focus group key stage 4 male 5)

If a student is treated with respect and seen as a competent individual that is capable of making decisions for themselves their self-esteem will improve (Corlett, 2013). This response may indicate the key stage 4 male student feels their self esteem improves by explaining they fell more important when their views are listened to. In turn this could suggest that pupil voice can act as a catalyst to allow students to be treated as competent individuals with an opinion to be heard and consequently an environment where they physically literate individuals can be educated may be in place.

Finally the results indicated the P.E teachers were aware of how pupil voice could influence a more positive experience within P.E through pupil voice which in turn can create a more physically literate individual and promote participation in physical activity throughout that persons life course:

“ummm well yeah by asking them what they want to do I think for example if you have someone who hates badminton but loves cross country and their going to enjoy a cross country session a lot more than cross country and although that can’t always be the case in most cases we try and aim for students to have a positive experience and really enjoy themselves so because then they are going to want to come back and want to do more and continue it for life”
(Semi structured interview 3 P.E teacher C)
Students who are subject to positive experiences in physical education are more susceptible to participate in Physical activity throughout their life (Ruddock et al, 2012). With this in mind, although the physical literacy journey may start at school it is a P.E teacher’s responsibility to promote physical activity and participation throughout their student’s life course by trying to ensure they have a positive experience in their P.E lessons.

To conclude a pupil that is physically literate would have been subject to a high quality of physical education and thus would show some of the characteristics of someone that is achieving HQPE (Whitehead, 2005). The following chapter will discuss how pupil voice may promote HQPE.

### 4.3.2 Benefits of pupil voice HQPE

This study may have also identified some of the ways in which pupil voice can promote 2 of the 10 outcomes of HQPE (see appendix A1). They were enjoyment participating in P.E and confidence of key stage 4 males. One student expressed how they thought pupil voice and having level of a choice over the sports they participated in improved their confidence:

> “Yeah playing a sport you like you feel confident playing it whereas if you’re a little kid and you go to play rugby against a big lad you are not going to feel confident running in against them and getting smashed whereas if its football anyone can play football really and stuff like that so”

*(Focus group key stage 4 male 8)*

A teacher supported confidence being promoted through pupil voice by answering:

> “I think the ownership sort of side of it can give them more ownership of what was going on in the lessons could make them feel more confident in that respect”

*(Semi structured interview 1 P.E teacher A)*

Another pupil expressed how they felt pupil voice develops enjoyment within their P.E lessons:
“When we’ve expressed our views once after that say we enjoy doing a certain thing we get to do it again and so we enjoy P.E more”  
(Focus group key stage 4 male 7)

This was supported by a comment from a p.e teacher during an interview:

“um I think its improves the enjoyment factor really I think they come to pe again we go back to stereotypical football rugby students where if they get given an option they will pick them all day long but for those students that you know aren’t particularly strong in those areas they can opt into other areas and choose their own pathways”  
(Semi structured interview 2 P.E teacher B)

Pupils should have the opportunity to have a voice on their education because in turn this will improve their overall confidence to orate and articulate their views and opinions (Henshaw, 2013). Although the data collected may have supported that pupil voice can promote enjoyment and confidence within P.E. These findings suggest the 2 of 10 outcomes are only promoted through pupils having a choice over the sports they participate in rather than being a consequence of expressing their views and opinions through pupil voice. Despite this, some P.E teachers may have indicated that feedback from pupil voice may promote a higher quality of physical education, the following chapter will discuss how this was evident within the data collected which could.

4.3.3 Pupil voice providing feedback for HQPE

The P.E teachers interviewed were asked whether the implementation of pupil voice could allow for a higher quality of physical education. The data suggests the P.E teachers believed that the influence of pupil voice can help promote HQPE through providing feedback. One P.E teacher said:

“I think us as staff members want to improve the P.E department as much as we can and we want to do our job well so by asking them questions uh in different situations and getting some constructive feedback um that allows us to constantly increase the quality of what we are doing as teachers”  
(Semi structured interview 2 P.E teacher B)
Another P.E teacher said:

“well at the age its primarily about enjoyment, if they are going to enjoy the experience and they are going to commit to it um we basically want them to be interested so they can continue on with their sport and so by asking them questions at the end of lessons so its primarily verbal opportunities we ask them whether they liked it or not what can we improve on do they want to continue along this sort of trajectory and that usually gives us a good amount of feedback to be able to structure the rest of the year”

(Semi structured interview 1 P.E teacher A)

It is important that teachers see pupil voice as a method of gaining feedback from their students and not just as a protocol to follow to make their pupils feel appreciated (Marsh, 2012). These results implied that the feedback from key stage 4 males to their relevant P.E teachers through pupil voice can give teachers a platform and direction to create a higher standard of physical education in the future for their key stage 4 males. Further both P.E teachers interviewed expressed how they use this feedback to “structure the rest of the year” and that “getting feedback allows us to constantly improve the quality of physical education” and so this data could imply that the relevant teachers do use pupil voice as a way of promoting a higher quality of physical education. It follows that P.E teachers must have methods or strategies in place to create opportunities for pupil voice to be implemented. The following chapter will discuss this topic.

4.4 opportunities to implement Pupil voice

The study found when the P.E teachers were asked about opportunities they put in place for pupil voice to be facilitated a common theme that arose was all three teachers readiness to express the opportunities for choice within P.E and the sports that Key stage 4 males can choose from. A response from the head of P.E:

“ok um well actually funnily enough this year we’ve um looked at the key stage 4 curriculum and we started to give them an option programme so it based on
their competitiveness so we had a competitive group a very competitive group with students that were in teams and stuff like that and we also had a group that just enjoyed sport and wanted to just do different activities outside the norm so things like Zumba things like um aerobics and trampolining”

(Semi structured interview P.E teacher A)

Giving students a choice in the sports they participate in during their P.E lessons is a method of facilitating pupil voice in schools (Cheminais, 2008). However, despite the level of choice given to Key stage 4 males being a method of enabling pupil voice, pupils voicing their views and opinions on the state of their education and how they feel it could be improved is the most effective form of pupil voice being in (Marsh, 2012). When asked about the opportunities for key stage 4 males to express their views and opinions on their experiences in P.E the head of P.E responded by saying:

“umm no I don’t think there is actually as in an official line of this is your time to speak um but id like to think that obviously the relationships the staff have with students I think they are comfortable enough I think they would be more than happy to voice their opinion about certain sessions”

(Semi structured interview 1 P.E teacher A)

In light of this although the P.E teachers interviewed had all expressed the role of pupil voice being an opportunity to provide feedback for future improvement and the benefits inherent within pupil voice being implemented, their Key stage 4 males may not have opportunities to officially orate their views and opinions on the standard of the P.E lessons. Consequently one may construe from the data collected the only official opportunity their key stage 4 males get to use pupil voice is when they have a choice over the sports they participate in within their P.E. lessons. Naturally it follows that the discussion will draw upon the barriers preventing pupil voice being implemented in the following chapter.

4.5 Barriers preventing pupil voice being implemented

This studied aimed to find out some of the barriers preventing pupil voice being implemented to key stage 4 males. One prominent theme identified in the data was the level of control that is passed to a student when asking their views and opinions and the problems the P.E teachers face passing it over. One P.E teacher said:
“yes um there needs to be a level of control from the teacher if you know what I mean? As in, if a teacher gives them too much of an opinion and too many opportunities to express their views it could take away the respect a kid has for their teacher, if you give them a metre they could try and take a mile”

(Semi structured interview 1 P.E teacher A)

Whiity (2002, p.28) states “When implementing pupil voice naturally, the authority of teachers is rivalled” This is because there has to be a level of authority channeled from the teachers to the students to implement pupil voice. In turn this shifts the balance of power from the teacher to the pupil and because of this students may utilise this as an opportunity to miss behave or undermine the teacher rather than using it as a tool to express their opinions. Another P.E teacher said:

“yeah sort of misbehaving students and sort of controlling those students because we don’t want to give them too much leeway because if you let them joke around at the start of the year you have an obnoxious student for the rest of the year”

(Semi structured interview 3 P.E teacher C)

For the most part pupil voice can give a student a sense of ownership of their education and prove beneficial to both the pupil and teacher but it can also present an opportunity for them to misbehave and lose respect for the teacher providing the opportunity for pupil voice. The data collected may indicate the teachers are aware that giving their key stage 4 males too much of a voice can prove detrimental to their students behavior. Consequently, the P.E teachers expressed they feel they need to limit pupil voice at times to help prevent this from happening. The following chapter will conclude the results and discussion of findings from this single case study by summarising the study, its findings and consider some of the limitations evident within it.

5.0 Conclusion of single case study

To conclude the results from this single case study indicated that there was a level of understanding between the key stage 4 males and their relevant P.E teachers regarding their understanding of Pupil voice as a concept and the role it plays within
P.E lessons. Both expressed the belief that the idea of pupil voice is one that allows expressions, views and opinions to be passed from students to teachers concerning their education. What is more, both the P.E teachers and Key stage 4 males involved in the study indicated that pupil voice is used as a tool to facilitate feedback from the key stage 4 male pupils to their P.E teachers. In turn, this feedback is then used to direct and influence future improvement within the P.E department.

Concerning the benefits inherent within pupil voice, this single case study may have revealed that giving key stage 4 males a voice could act as catalyst for improving the lives of key stage 4 males and their life skills which supports the finding within the literature review see Ruddock & Flutter, (2000) and Prout and Hallet, (2003). Benefits such as the ability evaluate situations, communication skills, motivation and confidence may have been revealed. In the same way this study identified some ways in which pupil voice may improve the physical literacy of Key stage 4 males through increasing their motivation, confidence and improving their overall experience within P.E.

As far as HQPE is concerned the results from this project inferred that only 2 of the 10 outcomes of HQPE could be seen as a consequence of key stage 4 males having a voice within their P.E lessons. Despite that though, the P.E teachers interviewed outlined that gaining feedback from their students through pupil voice may enable a higher quality of physical education if acted upon to improve the department.

With reference to the barriers preventing pupil voice being implemented the study found the P.E teachers primarily saw bad behavior as the prominent constraint preventing an environment where pupil voice could be facilitated. They implied that pupil voice may exacerbate poor behavior by handing over too much ownership to their key stage 4 males and so not all students were given the opportunity to use pupil voice. Conversely, the Key stage 4 males expressed that the barrier preventing pupil voice being implemented was students not taking the opportunity seriously by choosing not to speak or engage and so teachers do not repeat the opportunity again.

Finally even though the study implied there was a shared understanding on the meaning of pupil voice, the role it plays in P.E and the benefits inherent within it being implemented. When asked on how pupil voice was implemented within their P.E lessons, the P.E teachers and key stage 4 males both revealed the opportunity for
pupil voice to be facilitated was by giving pupils a level of choice regarding the sports they participate in during P.E lessons. This contrasted their understanding of pupil voice and the role it plays as one that allows a chance to express their views and opinions on their education. After the completion of this study there were some limitations identified concerning the project.
CHAPTER 5
LIMITATIONS OF A SINGLE CASE STUDY
5.1 limitations of the single case study

The first limitation to this study was the way in which the semi structured interviews were conducted. At times, certain questions were asked that could have enticed and influenced the responses given and in turn made them bias towards the projects topics. Naturally it follows that although the data collected created an interesting discussion concerning pupil voice the topics of conversation may have been encouraged through the choice of questions asked.

The second limitation to the study was the students involved. Firstly although the teachers assured me the key stage 4 males were picked at random to participate in the focus group they may have actually just picked the students who would give answers that would compliment the practice of the P.E department and teachers involved. In relation to this the qualified teacher provided by the school to attend the focus group interview was a P.E teacher and so the student’s responses and level of interaction on certain subjects could have been compromised. For example, when they were asked if their teachers allowed room for them to express their views and opinions in P.E lessons they may have felt awkward answering that question in a way that could seem derogatory towards their teachers practice and so this is also a limitation to take into consideration. Furthermore throughout the focus group the key stage 4 males gave limited and succinct answers which didn’t have much depth, this could have been due to them feeling uncomfortable about speaking in front of their P.E teachers about pupil voice and other topics within P.E

5.2 Areas for future research

Future research often addresses the limitations previous studies have identified or found. Considering the main findings of this study and taking the limitations into account, there are some areas for future research. The first is to take into consideration how much the questions being asked are influencing the answers given. This can be done via pilot interviews which can give the researcher a better idea of how bias the questions are and whether they are limiting the amount of answers that can be given or enabling a wider varied amount of answers.
Secondly it may be wise to request a teacher from a different apartment to be present during focus groups. This is because participant's; especially young students may feel uncomfortable answering questions concerning their teachers practice when the relevant teacher is in the room observing them and thus the responses may be limited. Finally another area for future research could be studying whether the same understanding of pupil voice could be found in different schools, ages and sexes to see if they are comparable to the findings in this dissertation. Future research into some or all of these areas may contribute towards the literature already established on Pupil voice and may also find new areas for discussion relative to the understanding of pupil voice.
References


Flutter, J. (2010). *International Perspectives on the Students Voices Movement*: 


Sloane, S. (2010). The continuing development of primary sectors physical


Yaman, C., (2000), Job Satisfaction Levels of formatter Physical Education teachers International Human Sciences Journal. 6, 683-711
Appendix

A- Ten outcomes of HQPE

1. are committed to PE and sport and make them a central part of their lives – both in and out of school

2. know and understand what they are trying to achieve and how to go about doing it

3. understand that PE and sport are an important part of a healthy, active lifestyle

4. have the confidence to get involved in PE and sport

5. have the skills and control that they need to take part in PE and sport

6. willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group

7. think about what they are doing and make appropriate decisions for themselves

8. show a desire to improve and achieve in relation to their own abilities

8. have the stamina, suppleness and strength to keep going

9. enjoy PE, school and community sport.
### B- Mosston & Ashworths (2002) teaching style spectrum

<table>
<thead>
<tr>
<th>Spectrum teaching style</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command style</td>
<td>Physical/ Psychomotor</td>
</tr>
<tr>
<td>Practice</td>
<td>Physical/ Psychomotor</td>
</tr>
<tr>
<td>Reciprocal</td>
<td>Social/cognitive/observing analysis</td>
</tr>
<tr>
<td>Self-check</td>
<td>Assessing and analysing own performance</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Maximum involvement. Helping others regardless of ability</td>
</tr>
<tr>
<td>Guided Discovery</td>
<td>Discovery/cognitive learning</td>
</tr>
<tr>
<td>Divergent</td>
<td>Confidence within group work</td>
</tr>
<tr>
<td>Individual</td>
<td>Cognitive/individual planning</td>
</tr>
<tr>
<td>Learner initiated</td>
<td>Personal responsibility/empowerment</td>
</tr>
<tr>
<td></td>
<td>Cognitive learning</td>
</tr>
<tr>
<td>Self teach</td>
<td>Independence/empowerment</td>
</tr>
<tr>
<td></td>
<td>Cognitive learning</td>
</tr>
<tr>
<td>Data resource</td>
<td>Evidence from interview</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Interview transcript 1 (Head of P.E)</td>
<td>ok so its finding out what the students want from the teachers um it could be activities its just finding out their opinions on state of play in P.E um they also want to know how they are assessed how they could improve extra curriculum clubs it could be anything that’s not on the programme anything that’s not available to them but they want to be available to them um mostly its about teams as well kids want to find out about teams um so if they haven’t made the A team is there going to be a b team is there a c team it’s just finding out extra things that the students want from their lessons or want from their teachers.</td>
</tr>
<tr>
<td>Interview transcript 2 (P.E teacher)</td>
<td>um um guessing us kind of giving the students um a voice about maybe what they want to do um options that they might want to have or take through P.E um even that touching on some of the areas we cant actually cater for and finding ways in which we can provide a club link or an opportunity to develop some of those non core sports.</td>
</tr>
<tr>
<td>Interview transcript 3 (P.E teacher)</td>
<td>um its in the title its giving the pupils a voice to express their views and opinions whether its what sport they want to play within the um term or the year um or even at the start of the lessons sometimes but also I suppose we can ask them how the lesson went to try and get some sort of feedback on what they are up to and what they think of the sport.</td>
</tr>
<tr>
<td>Focus group participant 1</td>
<td>That we have a choice in our P.E we get a choice to choose what we want to do and what we think about the lessons</td>
</tr>
<tr>
<td>Focus group participant 2</td>
<td>Our opinion on good lessons and bad lessons</td>
</tr>
<tr>
<td>Interview transcript 1 (Head of P.E)</td>
<td>its finding out what the students want from the teachers</td>
</tr>
<tr>
<td>Interview transcript 2  (P.E teacher)</td>
<td>Voice about what they want to do</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Giving the students um a voice about maybe what they want to do</td>
<td></td>
</tr>
<tr>
<td>Interview transcript 3  (P.E teacher)</td>
<td>Constructive feedback to determine whether we are fulfilling their needs/pick what they want to do</td>
</tr>
<tr>
<td>um I think it gives us as a p.e department some constructive feedback as in order to work out whether we are doing the right thing whether we are fulfilling their needs and enjoyment levels of sport but also we want to give them some opportunities to pick what they want to do and give them the ability to chose what they want to focus on</td>
<td></td>
</tr>
<tr>
<td>Focus group student 3</td>
<td>Tell teacher what they like dislike then they can improve the lessons for us</td>
</tr>
<tr>
<td>Well we are the ones taking part in our lessons so if we tell the teachers what we like and what we dislike then they can improve the lessons for us</td>
<td></td>
</tr>
<tr>
<td>Focus group student 2</td>
<td>More enjoyable</td>
</tr>
<tr>
<td>We have our say to make it more enjoyable</td>
<td></td>
</tr>
<tr>
<td>Interview transcript 1  (Head of P.E)</td>
<td>Previous key stage 4 curriculum wasn’t engaging the students/start of the year they had a choice of what category they wanted to go into very competitive/co competitive/participation</td>
</tr>
<tr>
<td>ok um well actually actually funny enough this year we’ve um looked at the key stage 4 curriculum because it wasn’t really engaging the students as much as we would like um so getting them to do gymnastics and things like that they followed the previous curriculum and we found the students were very disengaged and we really struggled to get them involved as much as we want them to so we started to give them an option programme so it based on their competitiveness so we had a competitive group a very competitive group with students that were in teams and stuff like that and we also had a group that just enjoyed sport and wanted to do different activities outside the norm so things like Zumba things like um aerobics and trampolining and so we had more of those types of activities for that group so that started at the very start of the year we sat them down in the sports hall and they got to choose what area they wanted to go into</td>
<td></td>
</tr>
<tr>
<td>Interview transcript 2  (P.E teacher)</td>
<td>Very good opportunities/quiet often/verbally/ options in choosing different sports</td>
</tr>
</tbody>
</table>
| Interview transcript 3  
(P.E teacher) | Asking questions verbally at the end of lessons/ask them whether they liked it or not for feedback to structure the rest of the year | Opportunities for pupil voice to be implemented to their key stage 4 males (teachers perspective) | Verbal opportunities after lessons to provide feedback/start of the year put into categories of competitiveness | Only one who talked about asking questions at the end of lessons for feedback |
| Focus group student 4 | Choice of sport/voting | Opportunities to choose/vote sports/reflect on lessons what was good and bad about it | Talks about a voting system |
| Focus group student 5 | Reflect on lessons- what was good and bad | Opportunities to choose/vote sports/reflect on lessons what was good and bad about it | Reflection for future improvement |
| Interview transcript 1  
(Head of P.E) | Engage students feel they are part of the process and planning/reflective practice for teachers/students feel sense of ownership/more confident | Benefits of implementing pupil voice (P.E teachers perspective) | Reflective practice/ownership-part of their education process/confidence/enjoyment/participation/communication skills |
| Interview transcripts 2  
(P.E teacher) | Improves enjoyment through choosing their | Benefits of implementing pupil voice (P.E teachers perspective) | Reflective practice/ownership-part of their education process/confidence/enjoyment/participation/communication skills |
they get given an option they will pick them all day long but for those students that you know aren’t particularly strong in those areas they can opt into other areas and choose their own pathways. This year we have done two different pathways which is the competition pathway where every lesson is 1v1 or team sports where you compete in that competition or we have had the participation route where students can just come and participate where there is no emphasis on winning there is no emphasis on competition its just they have come to enjoy their pe they have come to play badminton with a friend ummm yeah I think so certainly I think that if a student is given that voice it almost gives them a status really it enables them with the confidence to be able to speak with a role model and professional who actually want to hear their opinion. I think um communication skills amongst their peers I think some of our students do lack that confidence to communicate amongst their peers and are quiet happy to sort of stand in the background whereas if they were given opportunities to voice their views a bit more to us as teachers and to their peers it might sort of increase their self esteem but also their communication skills

<table>
<thead>
<tr>
<th>Interview transcripts 3 (P.E teacher)</th>
<th>Control over their education/confident/teacher/student relationship/self esteem/benefits of implementing pupil voice (P.E teachers perspective)</th>
<th>Reflective practice/ownership-part of their education process/confidence/enjoyment/participation/communication skills</th>
<th>Benefit them when they leave school (physical literacy)</th>
</tr>
</thead>
</table>
| Uh well they are still fairly young but I think by structuring the sort of questions so they can voice their opinions would perhaps make them think about their education it also will give them some sort of control over their education so perhaps can make them a little more confident in speaking to me it might improve the teacher student relationship sometimes where they can actually talk to me like an adult um I think its good um confidence as well it it having the confidence to speak to me as an adult or to choose your pathway would increase things like self esteem and or maybe confidence but obviously there are some barriers with that but its good yeah. ’ umm yeah well we are trying to build an all round education its not just about focusing on oh physical education so I suppose evaluating what they are doing is good for them because they can think about what they are doing; whether they like it, whether its what they want to do and also being able to communicate that effectively to us is quiet a skill and things like team sports um team players is all part of part of that I think perhaps these sort environments and being able to own pathways(favorite sports/competitive/non-competitive) improves participation. Confidence when speaking/communication skills
<table>
<thead>
<tr>
<th>Focus group student 6</th>
<th>Enjoyment/teachers know what we like</th>
<th>Benefits of implementing pupil voice (students perspective)</th>
<th>Enjoyment/participation/teachers know what they like/confidence/teacher student relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeah because when we’ve expressed our views once after that say we enjoy doing a certain thing we get to do it again say like in here we play a game called benchball and uh we all enjoyed that once and told the teachers and now we have done it many other times and we all enjoy it.</td>
<td>Get to play a sport you feel confident in</td>
<td>Communicating/g/thinking evaluating skills/enjoyment</td>
<td>Benefits of implementing pupil voice (students perspective)</td>
</tr>
<tr>
<td>Yeah playing a sport you like you feel confident playing it whereas if you’re a little kid and you go to play rugby against a big lad you are not going to feel confident running in against them and getting smashed whereas if its football anyone can play football really and stuff like that so</td>
<td>Aren’t just picking the students that always answer</td>
<td>Level of control/too much of opinion could take away respect for teacher/give them a metre and they will take a mile</td>
<td>Barriers preventing pupil voice being implemented (teachers perspective)</td>
</tr>
<tr>
<td>Yeah you have to think about what went well in the lesson and stuff like that and it also helps you in the lesson to like communicate among your team because say if you get put with teams you get to know new people and stuff like that then in sport you enjoy it so you can speak to them because your enjoying yourself</td>
<td></td>
<td></td>
<td>Nature of group-individuals misbehaving give a metre take a mile/taking the opportunity seriously</td>
</tr>
<tr>
<td>Yeah because you feel like the teachers aren’t just picking the students that always answer and stuff like that they are picking everyone they want you to do it so you feel like you have a better relationship with the teacher As well and you don’t hate them in a way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview transcript 1 (Head of P.E)</td>
<td>Enjoyment/teachers know what we like</td>
<td>Benefits of implementing pupil voice (students perspective)</td>
<td>Enjoyment/participation/teachers know what they like/confidence/teacher student relationship</td>
</tr>
<tr>
<td>Yes um there needs to be a level of control from the teacher if you know what I mean? As in, if a teacher gives them too much of an opinion and too many opportunities to express their views it could take away the respect a kid has for their teacher, if you give them a metre they could try and take a mile.</td>
<td></td>
<td>Communicating/g/thinking evaluating skills/enjoyment</td>
<td>Benefits of implementing pupil voice (students perspective)</td>
</tr>
<tr>
<td>Um I think a lot of the time you have to take into consideration the nature of the group and sometimes the nature of individuals, there are some groups here there if you give them an inch they will take a mile and you have to be careful with that and If you ask them what they want to do and we try and teach some of our lessons around that some of the core values of life really I have given you the opportunity to play football and give your say but all you have choose to do is mess around therefore next time im going to limit that choice and I think we are quiet good at</td>
<td></td>
<td></td>
<td>Nature of group-individuals misbehaving give a metre take a mile/taking the opportunity seriously</td>
</tr>
<tr>
<td>Nature of group and individuals/give them a metre and they will take a mile/taken the opportunity to have a voice seriously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of group and individuals misbehaving give a metre take a mile/taking the opportunity seriously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interview transcript 3 (P.E teacher)</strong></td>
<td><strong>Large classes hard to give everyone a voice/ getting quieter pupils to voice their views/students misbehaving being obnoxious</strong></td>
<td><strong>Barriers preventing pupil voice being implemented (teachers perspective)</strong></td>
<td><strong>Nature of group-individuals misbehaving give a metre take a mile/taking the opportunity seriously)</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>yes certainly um in particular in larger classes um not everyone can speak out in a large class otherwise it would be mayhem um so the more confident of pupils will sort of voice their opinion and quite often the quieter pupils will not say a word so I suppose that can be an unfair way of trying to find out what they want to do and using pupil voice and I think we try and combat that with asking students what sports they want to do at the start of the year and try and categorise them into different sports so they don’t have to speak out in public yeah going back to the larger classes some of the louder more obnoxious students may sort of not take it seriously and not take us seriously and sort of use pupil voice as a pathway to disrupt and become sort of one of the jokers in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus group student 2</strong></td>
<td>yeah because if you are there ranting and raving for ages other people wont get a chance to talk so sometimes they will move onto someone different to talk.</td>
<td>yeah because if you are there ranting and raving for ages other people wont get a chance to talk</td>
<td>Barriers preventing pupil voice being implemented (students perspective)</td>
</tr>
</tbody>
</table>