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SCHOOL OF SPORT AND RECREATION

UNIVERSITY OF WALES INSTITUTE, CARDIFF
INVESTIGATING THE INFLUENCE OF SCHOOL ENVIRONMENT ON SELF-ESTEEM AND SPORTING PARTICIPATION IN ADOLESCENT GIRLS
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Acknowledgements

First of all I would like to thank my Dissertation Tutor, Richard Neil, for all his unbelievable support and incredible patience shown throughout the duration of this study. I would also like to express my gratitude to Professor Kenneth R Fox for providing the instrumentation necessary for the study to take place. I would like to show my appreciation to the staff and students from Bay House Sixth Form College, The Godolphin School, Hampshire Collegiate School, King Edwards VI School and St. Swithuns School for their assistance in the data collection process. And last, but by no means least, I would like to thank all my family and friends for their continuing support throughout this challenging process.
Abstract

Aim: To investigate the influence of a coeducational and single sex school environment on self-esteem and sport participation in adolescent females.

Rationale: The literature is limited when concerning the influence of school environment and Physical Education upon global self-esteem and participation in an all female sample.

Research Design: A mixed method approach was integrated into the study. A combined sample of twenty-two participating and non-participating females completed the Physical Self-Perception Profile (PSPP), the Perceived Importance Profile (PIP) and Rosenberg’s Self Esteem Scale (RSE). These assessed global self-esteem and its underlying subcomponents in relation to perceptions of the physical self. Qualitative Interviews were conducted in focus groups to identify the factors influencing withdrawal and participation in sport and Physical Education.

Results and Conclusions: The findings reported significant main effects for a single sex environment on global self-esteem. Those who still participated in sport demonstrated higher levels in the subcomponents of self-esteem in comparison to the non-participating sample. Common themes established from the Interviews were identified as having an influence over global self-esteem and participation in sport and physical activity. These findings acknowledged practical implications upon mental health, the National Curriculum for Physical Education and motivation for adolescent females. The study highlights the need for intervention strategies in future research, in order to enhance global self-esteem and tackle the issue of withdrawal from sport in adolescent females.
CHAPTER 1.0

INTRODUCTION
1.1 Introduction

The issue of gender roles and withdrawal in sport surrounding adolescent females has formed the basis of both mainstream (Lirgg and Feltz, 1989; Whitehead and Biddle, 2008) and sport psychology literature (Johnson et al., 1999; Kling et al., 1999). Studies have demonstrated the differences in participation rates between young boys and girls, illustrating that participation levels in girls are significantly lower than their male counterparts, even in their preferred sport (Coakley and White, 1992; Eccles and Harold, 1991). Figures have demonstrated an increased decline in adolescent female sporting participation, with 40% withdrawing from Physical Education and school sport by the age of 16, whereas male participation increases. This has created a discrepancy across the sexes (UK Sport, 2003). Sportscotland (2006) further illustrated that such declines can initiate in girls from as young as twelve years old and then continues into adolescence, 35% of adolescent girls demonstrating a negative perception of their sporting ability in Physical Education. From such results many researchers have identified the underlying factors which lead to reduced levels of participation, one of which is the issue of self-esteem.

1.2 Self-Esteem

The psychological construct of self-esteem has surfaced as having a key relationship with regard to sport and exercise participation (Spence et al., 2005). Fox (2000) stated that self-esteem is related to personal well-being and functions as an indicator of emotional stability. Therefore an individual that interprets involvement in physical activity as favourable to them, are more likely to maintain participation (Sonstroem, 1997). With the majority of literature identifying a positive relationship between sport recreation and continued participation, research has been directed
towards specialised groups in which participation rates are diminished, such as disability groups, ethnic minorities and females (Altıntaş and Aşças, 2008; Lirgg, 1992; Spence et al., 2005). Research has further investigated gender differences in self-esteem, with findings demonstrating surplus levels of self-esteem for males in achievement settings compared to females (Kling et al., 1999; Lirgg and Feltz, 1989). From such comparative studies the concept of external factors has emerged which is proposed to influence levels of self-esteem as well as participation in sport.

### 1.3 External Factors

The influence of external factors upon adolescent female participation in sport has been considerably investigated within the literature. The numerous factors of gender stereotyping (Coakley and White, 1992; Lirgg and Feltz; 1989), parental role modelling (Bois et al., 2005; Jaffee and Ricker, 1993), the role of peers (Coakley and White, 1992; Eccles et al., 1999; Whitehead and Biddle, 2008), the role of P.E teachers and coaches (Eccles and Harold, 1991; Kling et al., 1999; Lee et al., 1999) and school environment (Gillibrand et al., 1999; Jackson and Smith, 2000) have all be identified as having an influence over participation and self-esteem.

The single sex versus coeducational school environment debate has been abundant within the main body of literature. Research has been directed towards identifying which environment aids the promotion of academic learning and motivation towards Physical Education in terms of gender and has demonstrated inconclusive results (Jackson and Smith, 2000; Treanor et al., 1998).
1.4 General Aim Of The Study

The purpose of the present study is to investigate the influence of school environment on self esteem and sporting participation in adolescent females. The study will also examine the effect of self-esteem and the numerous external factors on female participation and their degree of difference in single sex and coeducational schooling.
CHAPTER 3.0

METHODOLOGY
3.1 Introduction

For the purpose of the present study, a mixed approached research design will be adopted. Within the following section an account will be provided of the participants involved within the study as well as the instruments and procedures.

3.2 Participants

The sample included 22 females from 5 schools (3 coeducational and 2 single sex), in Southern England, aged between 15 and 18 years old. The subjects were selected regarding their school environment of either coeducational (N=12) or single sex (N=11) and in terms of their degree of participation (N=10) and non-participation (N=12) in sport.

Prior to the data collection process, all the participants were granted informed consent from parents/guardians, Head Teachers and P.E. teachers to meet with the ethical guidelines approved by the Cardiff School of Sport Research Ethics Committee.

For the purpose of the analysis, the participants were subsequently classed alphabetically to provide identification and support for the findings in the form of verbatim quotes. This is presented in Table 3.21.
Table 3.21  Classing the participants in support for the identification of key Themes

<table>
<thead>
<tr>
<th>Participating Single Sex School</th>
<th>M, N, O, P, Q, R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Participating Single Sex School</td>
<td>S, T, U, V</td>
</tr>
<tr>
<td>Participating Coeducational School</td>
<td>H, I, J, K, L</td>
</tr>
<tr>
<td>Non-Participating Coeducational School</td>
<td>A, B, C, D, E, F, G</td>
</tr>
</tbody>
</table>

3.3  Instrumentation

The participants completed three measures within the present study: the Physical Self-Perception Profile (PSPP), the Perceived Importance Profile (PIP) and Rosenberg’s Self Esteem Scale (RSE). The participants were also involved in an Interview, designed to promote discussion about their previous experiences in P.E. and the effect of these experiences on their self-esteem.

3.31  The Physical Self-Perception Profile

The Physical Self-Perception Profile (Fox and Corbin, 1989) was adopted to measure the perception of importance for four subcategories which related to physical self-esteem: perceived sport competence, attractiveness of figure/physique, physical strength and musculature, and physical conditioning and exercise. The Profile is presented in Appendix A. Furthermore, there was an additional subscale that incorporated the perception of global physical self-worth. The PSPP is a 30 item self-report instrument and is formatted as five 6-item subscales with each paired to identify the perception of importance to one of the four component-specific subscales.
The items within the instrument were formatted as two open ended statements, with the subject deciding which statement most agreed with them and then identifying the degree to which they agreed with that statement. The scoring resulted in a 4 point response, spread from 1 to 4, resulting in a scoring range from 6 to 24.

### 3.311 Reliability and Validity

The PSPP has been reported to have internal reliability coefficients for each of the five subscales across each gender, based from a study that involved two independent samples of college students (Fox, 1990). In terms of a female sample, coefficient alpha values were reported as .82 for Physical Strength to .89 for Sports Competence. Lindwall and Hassmén (2004) further demonstrated internal consistency scores ranging from .83 to .92 for both male and female samples with factor validity being confirmed in confirmatory factor analyses in various samples.

### 3.32 Perceived Importance Profile

The Perceived Importance Profile (Fox, 1990) has acted as a supplementary instrument to the PSPP and provided a measure for the degree of importance attached to the participants’ levels of sport competence, attractiveness, physical strength and physical conditioning. The Profile is presented in Appendix B. The instrument consists of four 2-item subscales and each subscale follows the same design as the four PSPP sub domain subscales and also follows the PSPP’s format.
3.322 Reliability and Validity

The PIP has demonstrated a degree of reliability with test-retest coefficients ranging from .68 to .83 (Fox, 1990). Lindwall and Hassmén (2004) illustrated internal consistency values ranging from .61 to .76. Furthermore, principal component factor analyses using a mixed gender sample revealed that four factors reported 78.8% and 84.6% of variance, with the female sample reporting highest on their intended factor (Fox, 1990).

3.33 Self-Esteem Scale

The Self Esteem Scale (Rosenberg, 1965) is designed to measure global self-esteem and self-worth. The scale is presented in Appendix C. The instrument consisted of 10 items with 4 point scales which ranged from strongly agree (4) to strongly disagree (1). The scoring resulted in a 4 point response, spread from 1 to 4, with five of the items being negatively worded. The scoring ranged from 10 to 40 with higher scores indicating high levels of self-esteem.

3.332 Reliability and Validity

The RSE has been identified by Rosenberg (1979) as having reliability and validity. High internal consistency for the self-esteem score have been displayed with coefficients of reproducibility being .92. In addition, stability has been indicated with test-retest reliability across a two week period, displaying correlations of .85 and .88 (Rosenberg, 1979). Johnson et al. (2006) adopted the scale and confirmed a .92 coefficient alpha.
3.4 Interview Guide

A semi-structured Interview Guide for focus groups was developed for the purpose of this present study. An Interview Guide was implemented in order to examine the influence of external factors on female participation with relation to global self-esteem and withdrawal and maintenance in sport. In line with Patton (2002), the Interview Guide was designed to query the participants on subject areas surrounding their level of participation and to gain a perspective of their experiences of sport and Physical Education. The topics utilised within the Interview Guide were selected along the lines with previous literature that identified many key factors relating to female participation and withdrawal in sport. The Interview Guide covered the issues of personal attitudes and perceptions towards sport and performance (Brady, 1998; Eccles and Harold, 1991; Lindwall and Lindgren, 2005), previous experiences of P.E. (Lirgg, 1992), previous experiences of P.E. related to either their single sex or coeducational environment (Gillibrand et al., 1999; Jackson, 2002; Jackson and Smith, 2000; Robinson and Smithers, 1999; Warrington and Younger, 2001), experiences of their P.E. teachers and coaches (Eccles and Harold, 1991; Lee et al., 1999), the influence of peers (Coakley and White, 1992; Eccles et al., 1999), parental influence (Bois et al., 2005; Coakley and White, 1992; Jaffee and Ricker, 1993) and the effect of gender stereotyping (Eccles and Harold, 1991; Lee et al., 1999; Lirgg, 1992; Lirgg and Feltz, 1989; Treanor et al., 1998).

Combinations of question types were adopted within the Interview Guide to enhance the interviewee’s responses in terms of relevance to the present study (Patton, 2002). Feeling questions were utilised in order to gain an insight into the participants’ emotional perceptions and self-esteem levels of their experiences in sport and physical education and opinion and value questions were established to
identify their interpretations to the selected topics within the Interview Guide (Patton, 2002). An example included “How did you feel about taking part in such events?” Background and demographic questions were also incorporated at the start of the Interview Guide to encourage the participants to respond and ease into the interview (Patton, 2002). An example included “Tell me what sports you are currently involved in?” Open-ended questions were implemented within the Interview Guide to encourage the interviewee’s to provide an in depth and personal response to their experiences. An example included “Talk to me about the various emotions you experience when you are successful in your performance?”

Pilot sessions were conducted for the Participating Single Sex and Coeducational Interview Guides in order to familiarise the researcher with the Interview process and enhance confidence towards the data collection process. Furthermore, the pilot sessions resulted in alterations to the sequencing of the questions. The withdrawal section within the Non-participating Interview Guide was originally placed in section 2 of the interview but was moved to the penultimate section so that the participants could reflect on their reasons for withdrawal following the identification of possible factors within the interview. In addition, adjustments were made to the questions in terms of phrasing and new questions were introduced: an example included changing the question “Was a separate environment better than a mixed environment?” to “How did you feel in a separate environment compared to a mixed environment?” in order to encourage an open response from the participants. The Interview Guides are presented in Appendix D.
3.5 Procedures

The participants were first divided into their necessary participating and non-participating groups, with one group partaking at one time. For the purpose of maintaining confidentiality, the entire procedure for each group was conducted in a private environment so that the participants were not inconvenienced or influenced by any external factors, such as their P.E teachers or peers. In conjunction with the University’s Ethical Committee, the participants were required to complete an Informed Consent Form, which was further signed by an acting parent/guardian, Head Teacher or P.E. teacher in the form of an Independent Witness. The Form is presented in Appendix E. The participants within the ‘Participating Group’ were initially guided on how to complete each of the three Self-Esteem Instruments in terms of clarification, as guided by Fox (1990), as a means of avoiding confusion and error. Following the completion of the questionnaires, the participants were introduced to the Interview Guide and were briefed on the general aim of the investigation and their purpose within the study. The participants were also informed of their rights for withdrawal and confidentiality in terms of the interview to meet with ethical approval. Furthermore, the researcher provided consultation on the subject of any arising sensitive issues due to the study investigating self-esteem. The participants were asked to focus on their memories and feelings they had of P.E. throughout their time at school and to provide practical examples to help support their answers. The ‘Non-Participating’ focus group repeated the procedure accordingly.
3.6 Data Analysis

The analysis of the present study was divided into several stages. The results from the PSPP, PIP and RSE were initially scored, with the data being inputted into the SPSS program. The scoring sheets for the PSPP, PIP and RSE are presented in Appendices F and G. The second stage involved conducting a multivariate analysis of variance (MANOVA) with the independent variables of participation and school type in order to investigate any interaction effects. The following stage involved conducting factorial analyses of variance (ANOVAs) to establish any significant interaction effects between the independent variable of participation and school type upon the dependent variables of the individual self-esteem components illustrated within the PSPP, PIP and Self Esteem Scale.

Content analysis was introduced for the purpose of the Interview Guides. The transcripts were initially read several times in order to familiarise the investigator with the available data. In accordance with Patton (2002), theme analysis was utilised in order to identify consistent findings within the data in relation to the components of global self-esteem and school type, through the support of relevant quotes provided by the participants. Subsequently, the themes were organised into a hierarchal structure in order to establish a clear relationship between the key categories of global self-esteem and the influence of school environment (Morse and Field, 1995).
CHAPTER 4.0

RESULTS
4.1 Introduction

For the purpose of the present study a mixed approach was adopted in order to create an in depth examination of the effects of school type and participation on global self-esteem. For the purpose of the quantitative analysis, a one-way multivariate analysis of variance (MANOVA) was conducted, followed by univariate analysis of variance (ANOVAs) in order to examine if there was a significant interaction between sport participation and school environment with regard to self-esteem. The raw data that was collected from the sample, with the means and main effects, are presented in Appendices H and I. In terms of the qualitative analysis, content theme analysis was utilised for all Interview transcripts. The results are presented through the examination of raw data themes for participation and school type.

4.2 Quantitative Results

An examination of the interaction between school environment and participation level was conducted through a two-way MANOVA in order to establish if there was a significant difference in global self-esteem and its various sub-levels between participating and non-participating females based at a single sexed or coeducational school. The MANOVA demonstrated non-significant interactions between participation and school type (Wilks’s lambda = .55, $F[9, 18] = .74$, $p = .68$), but demonstrated significant main effects for participation ($p = .01$) and school type ($p = .05$).

For participation, follow up ANOVAs showed main effects on sports competence ($F = 17.00$, $p = .01$), physical conditioning ($F = 4.72$, $p = .05$), physical self-worth ($F = 13.37$, $p = .01$), physical strength ($F = 12.48$, $p = .01$), sport
competence importance ($F = 22.99, p = .01$), physical strength importance ($F = 4.98, p = .05$) and physical conditioning importance ($F = 6.04, p = .05$). Specifically, the participating groups displayed greater means in all the above subcomponents in comparison to the non-participating groups. These results can be identified in Table 4.21.

Table 4.21. Means and $F$ Ratios for Participation main effects on PSPP and PIP subscales

<table>
<thead>
<tr>
<th></th>
<th>Participating (n = 11)</th>
<th>Non-Participating (n = 12)</th>
<th>df</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Competence</td>
<td>18.30</td>
<td>11.89</td>
<td>1</td>
<td>17.00</td>
<td>.01</td>
</tr>
<tr>
<td>Physical Conditioning</td>
<td>18.10</td>
<td>13.79</td>
<td>1</td>
<td>4.72</td>
<td>.05</td>
</tr>
<tr>
<td>Physical Self-Worth</td>
<td>19.10</td>
<td>13.24</td>
<td>1</td>
<td>13.37</td>
<td>.01</td>
</tr>
<tr>
<td>Physical Strength</td>
<td>18.70</td>
<td>12.89</td>
<td>1</td>
<td>12.48</td>
<td>.01</td>
</tr>
<tr>
<td>Sport Competence Importance</td>
<td>6.50</td>
<td>4.14</td>
<td>1</td>
<td>22.99</td>
<td>.01</td>
</tr>
<tr>
<td>Sport Strength Importance</td>
<td>6.50</td>
<td>5.09</td>
<td>1</td>
<td>4.98</td>
<td>.05</td>
</tr>
<tr>
<td>Physical Conditioning Importance</td>
<td>6.90</td>
<td>5.59</td>
<td>1</td>
<td>6.04</td>
<td>.05</td>
</tr>
</tbody>
</table>
A follow up one way ANOVA demonstrated main effects for School Type on Global Self-Esteem ($F = 18.52$, $p = .00$). Specifically, the sample from a single sex school reported higher levels of global self-esteem (mean 33.400) than those from a coeducational school (mean 27.643). The follow up one way ANOVAs reported no significant main effect for school type and participation on body attractiveness, which indicates that further consideration for promotion of body attractiveness needs to be taken into account.

### 4.3 Qualitative Results

The results from the content theme analysis revealed 125 raw data themes, composed from the participant’s responses within the Interview transcripts. These were then summarised into 5 higher order themes and one overall general dimension. The results are illustrated through hierarchal content trees (Hanton et al., 2005), and collectively report the similarities and differences between the participation groups and each school type. The hierarchal content trees are presented in figures 4.31 – 4.34.
Figure 4.31  Theme Analysis for Participating Females from a Coeducational School
Figure 4.32  Theme Analysis for Non-Participating Females in a Coeducational School
Figure 4.33  Theme Analysis for Participating Females in a Single Sex School
Figure 4.34  Theme Analysis for Non-Participating Females in a Single Sex Schools
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APPENDICES
APPENDIX A

Physical Self-Perception Profile (PSPP)
THE PHYSICAL SELF PERCEPTION PROFILE (PSPP)

WHAT AM I LIKE?

These are statements which allow people to describe themselves. There are no right or wrong answers since people differ a lot.

First, decide which one of the two statements best describes you.

Then, go to that side of the statement and check if it is just "sort of true" or "really true" FOR YOU.

<table>
<thead>
<tr>
<th>Really True for Me</th>
<th>Sort of True for Me</th>
<th>EXAMPLE</th>
<th>Sort of True for Me</th>
<th>Really True for Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people are very competitive</td>
<td>BUT</td>
<td>Others are not quite so competitive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REMEMBER to check only ONE of the four circles

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Really True for Me</td>
<td>Sort of True for Me</td>
<td>Really True for Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Some people feel that they are among the best when it comes to athletic ability</td>
<td>Others feel that they are not among the most able when it comes to athletics</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Some people make certain they take part in some form of regular vigorous physical exercise</td>
<td>Others don’t often manage to keep up regular vigorous physical exercise</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some people feel that they have difficulty maintaining an attractive body</td>
<td>Others feel that they are easily able to keep their bodies looking attractive</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Some people feel that their muscles are much stronger than most others of their sex</td>
<td>Others feel that on the whole their muscles are not quite so strong as most others of their sex</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Some people are sometimes not so happy with the way they are or what they can do physically</td>
<td>Others always feel happy about the kind of person they are physically</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Some people are not quite so confident when it comes to taking part in sports activities</td>
<td>Others are among the most confident when it comes to taking part in sports activities</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Some people do not usually have a high level of stamina and fitness</td>
<td>Others always maintain a high level of stamina and fitness</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Some people feel embarrassed by their bodies when it comes to wearing few clothes</td>
<td>Others do not feel embarrassed by their bodies when it comes wearing few clothes</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>When it comes to situations requiring strength some people are one of the first to step forward</td>
<td>When it comes to situations requiring strength some people are one of the last to step forward</td>
<td>BUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Really True for Me</td>
<td>Sort of True for Me</td>
<td>Really True for Me</td>
<td>Sort of True for Me</td>
<td></td>
</tr>
<tr>
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<tr>
<td>15</td>
<td>□</td>
<td>□</td>
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<td>16</td>
<td>□</td>
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<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
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<tr>
<td>18</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>19</td>
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<td>20</td>
<td>□</td>
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<tr>
<td>21</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>22</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

When it comes to the physical side of themselves some people do not feel very confident. Others seem to have a real sense of confidence in the physical side of themselves.

Some people feel that they are always one of the best when it comes to joining in sports activities. Others feel that they are not one of the best when it comes to joining in sports activities.

Some people tend to feel a little uneasy in fitness and exercise settings. Others feel confident and at ease at all times in fitness and exercise settings.

Some people feel that they are often admired because their physique or figure is considered attractive. Others rarely feel that they receive admiration for the way their body looks.

Some people tend to lack confidence when it comes to their strength. Others are extremely confident when it comes to their physical strength.

Some people always have a real positive feeling about the physical side of themselves. Others sometimes do not feel positive about the physical side of themselves.

Some people are sometimes a little slower than most when it comes to learning new skills in a sports situation. Others have always seemed to be among the quickest when it comes to learning new sports skills.

Some people feel extremely confident about their ability to maintain regular exercise and physical condition. Others don’t feel quite so confident about their ability to maintain regular exercise and physical condition.
<table>
<thead>
<tr>
<th>Really True for Me</th>
<th>Sort of True for Me</th>
<th>BUT</th>
<th>Really True for Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people feel that compared to most, their bodies do not look in the best of shape</td>
<td>Others feel that compared to most their bodies always look in excellent physical shape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people feel that they are very strong and have well-developed muscles compared to most people</td>
<td>Others felt that they are not so strong and their muscles are not very well developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people wish that they could have more respect for their physical selves</td>
<td>Others always have great respect for their physical selves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given the chance, some people are always one of the first to join in sports activities</td>
<td>Other people sometimes hold back and are not usually among the first to join in sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people feel that compared to most they always maintain a high level of physical conditioning</td>
<td>Others feel that compared to most their level of physical conditioning is not usually so high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people are extremely confident about the appearance of their body</td>
<td>Others are a little self-conscious about the appearance of their bodies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people feel that they are not as good as most at dealing with situations requiring physical strength</td>
<td>Others feel that they are among the best at dealing with situations which require physical strength</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people feel extremely satisfied with the kind of person they are physically</td>
<td>Others sometimes feel a little dissatisfied with their physical selves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Perceived Importance Profile (PIP)
<table>
<thead>
<tr>
<th></th>
<th>Really True for Me</th>
<th>Sort of True for Me</th>
<th>Really True for Me</th>
<th>Sort of True for Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some people feel that being good at sports is vitally important to them</td>
<td>BUT</td>
<td>Others feel that being good at sports is not so important to them</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some people do not feel that maintaining a high level of physical conditioning is very important to them</td>
<td>BUT</td>
<td>Others feel that maintaining a high level of physical conditioning is extremely important to them</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some people believe that having an attractive physique or figure is vitally important to them</td>
<td>BUT</td>
<td>Others believe that having an attractive physique or figure is not all that important in their lives</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Some people believe that being physically strong is not so important to them</td>
<td>BUT</td>
<td>Others feel that it is extremely important to them to be physically strong</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Some people feel that having very good sports ability and skill is not so important to them</td>
<td>BUT</td>
<td>Others feel that having a high level of sports ability is really important to them</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Some people feel that maintaining regular vigorous exercise is vitally important to them</td>
<td>BUT</td>
<td>Others feel that keeping up regular vigorous exercise is not of prime importance to them</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Some people do not feel it so important to them to spend a lot of time and effort maintaining an attractive body</td>
<td>BUT</td>
<td>Others think that it is vitally important to spend time and effort maintaining an attractive body</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some people feel that being strong and having well developed/toned muscles is vitally important to them</td>
<td>BUT</td>
<td>Others feel that being strong and having well developed/toned muscles is not so important to them</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Rosenberg's Self Esteem Scale (RSE)
Rosenberg Self Esteem Scale

Circle the appropriate number for each statement depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the whole, I am satisfied with myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>At times I think I am no good at all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel that I have a number of good qualities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am able to do things as well as most other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel I do not have much to be proud of.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I certainly feel useless at times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel that I’m a person of worth, at least on an equal plane with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I wish I could have more respect for myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>All in all, I am inclined to feel that I am a failure.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I take a positive attitude toward myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
APPENDIX D

Interview Guides
Hello, my name is Emily Sanderson and I am currently in my third year of study at the University Of Wales Institute, Cardiff. I would like to express my gratitude for agreeing to participate within the study.

The purpose of this study is to investigate the influence of co-educational and same sex schools on sporting participation and self esteem in adolescent girls. The comparative study falls under the subject area of sport psychology and will focus on the levels of self esteem between those who still participate in sport and physical activity against those who have ceased involvement. Within the session you will be required to fill in various self esteem questionnaires, followed by participation within an Interview in which you will discuss your personal opinions about your experiences within physical education as well as external factors which may have influenced your participation.

The data gathered from this study will be presented within my dissertation, with all personal details being kept completely confidential. When the results are presented, certain quotes provided from within the interviews may be used as a means of supporting certain material, but all details will remain anonymous. Within the interview a tape recorder will be in use in order for the interview to progress efficiently, as well as allowing data collection to be accurate when it needs to be transcribed.

Participation within the study is voluntary and you are able to withdraw from the session at any stage. Furthermore, you do not have to answer any question within the interview if you do not wish. As focus groups are being adopted, all participants within your group will be able to hear the answers provided, therefore I will ask all participants to respect the privacy of each member and not disclose any personal details to anyone else following the session. Within the interview there are no incorrect answers and please feel free to give your honest opinion so that I can understand and benefit from your experiences in sport and physical education. If you have any questions during the interview process or do not understand
what is being asked of you, please do not hesitate ask me. If any sensitive issues arise within the interview, I will inform the participants that I am not qualified to talk about such issues and they will be informed of the necessary support system, such as a school counsellor. If the issue were to arise again then the entire interview will have to be stopped.

Throughout the interview I would like you to focus on your memories and previous experiences in sport and physical education. I will be asking you to give your personal opinions based on certain factors relating to sporting participation, such as stereotypes, class environment, peers and gender.

Are there any questions in relation to what we have talked about so far? We shall now move onto the interview.
Section One: Participation

Part One: Introduction Questions

To begin the interview, I would like to establish a few details about your current involvement in sport.

1.1.1 Tell me what sports you currently participate in?

1.1.2 How long have you been participating in these sports?

1.1.3 Tell me about any sport you are involved in outside of school?

   Do you have a coach?

1.1.4 What is the highest level you have performed at?

1.1.5 Describe to me any of your sporting achievements?

Part Two: Views

As you are still participating, I would now like to talk about your attitudes and opinions you have towards sport.

1.2.1 Tell me what you like about sport?

1.2.2 Talk to me in about what way sport benefits you?

1.2.3 Talk to me about the various emotions you experience when you are successful in your performance?

1.2.4 How do you feel when you are unsuccessful in your performance?

1.2.5 In your opinion, is sport an activity you would like to continue being a part of?

Section Two: School and Class environment

Part One:

I would now like to move onto the subject of school sport and the memories you have of physical education.

2.1.1 In what way do you feel your time at school has influenced your choice to continue participating in sport?

2.1.2 Was your school very sport orientated?

   Did your school have sporting events such as sports day?

   How did you feel taken part in such events?
2.1.3 Tell me what memories you have of school sport?

Tell me about any positive memories you have of PE?

Talk to me about any negative memories you have?

2.1.4 Describe to me any emotions you remember feeling about having to participate in physical education classes?

2.1.5 Tell me what various sports you played?

What did you think of the sports you had to play?

What sports did you particularly like or dislike?

Tell me what you particularly liked or disliked about those sports?

2.1.6 In your opinion, do you believe yourself and your classmates would have benefited from having more choice about the activities you participated in class?

2.1.7 In what ways do you think having more choice would have helped you and the class?

Part Two: Classroom environment and male influence

I would now like to discuss your memories of physical education in relation to the coeducational environment you are set in.

2.2.1 Tell me about the structure of PE classes in relation to boys and girls?

Were there any times you were separate from the boys?

Was this structure adopted throughout your entire time at school?

In your opinion, what were the positives and negatives of the class structure?

2.2.2 How did you feel in a separate environment compared to a mixed environment?

2.2.3 How did you feel about the presence of boys in the class?

How did you feel performing in front of them?

2.2.4 How did you feel when you made a mistake in front of the boys in your class?

2.2.5 Did you have any positive responses from males being in the class?

Part Three: PE Teachers

I would like to move on and talk about the memories you have of your PE teachers.

2.3.1 What memories do you have of your PE teacher throughout your time at school?

2.3.2 Tell me what their attitude was like towards yourself and the class?
Did they treat everyone fairly?

2.3.3 What positive memories do you have of your PE teacher?

2.3.4 Tell me what emotional responses you had towards your teacher when they delivered your class?

2.3.5 In your opinion, in what way did your teacher influence your continuing participation in sport?

2.3.6 Did they inform you of any after school clubs or any sport clubs in your local area?

2.3.7 Talk to me about any negative memories you have of your teacher?

2.3.8 Describe to me what you remember when it came to discipline in the class?

   How did the way your teacher disciplined you make you feel?

Section 3: External Influences

Part One: Peers

I would like to move away from your memories of class environment and now focus on socializing factors in relation to your participation in sport.

3.1.1 How would you say your friends have influenced your choices in sport?

3.1.2 Were you involved in any after school clubs together?

3.1.3 How did you feel about the presence of your friends in your PE class?

3.1.4 What positive emotions do you remember experiencing with your friends in sport?

3.1.5 How did you feel when you made a mistake in front of your friends in PE class?

3.1.6 What negative feelings do you remember experiencing with your friends in sport?

3.1.7 Can you tell me what you feel when your friends watch you perform and compete?

3.1.8 Was being involved in sport seen as being popular within the social setting at your school?

   Did playing sport give you an identity within the social setting at your school?

Part Two: Coaches

As you are still participating in sport, I would like to move the discussion on in relation to your coaches.

3.2.1 Tell me how your coach has influenced your participation in sport?
3.2.2 What positive memories do you have of your coach?
3.2.3 Describe to me what your coach is like within your training sessions?
3.2.4 How is your coach different from your PE teacher?
3.2.5 Do you feel you have a different relationship with your coach than your PE teacher?
3.2.6 Do you have any negative memories of your coach?
3.2.7 What do you like about having a coach?
3.2.8 In what ways do you prefer being coached in your sport in relation to school sport?

Part Three: Parental Influence

I would now like to talk about your parents' involvement in relation to your sporting participation.

3.3.1 Talk to me about how your parents have influenced your participation in sport?
3.3.2 Are either of your parents involved in any kind of sport?
3.3.3 What opinions do you think they have of sport?
   How have their opinions of sport influenced your choices to participate?
3.3.4 In what ways have your parents supported you in participating in sport?
3.3.5 Tell me how your parents become involved in your sporting activities throughout school?
3.3.6 How do you feel when your parents watch you play sport?

Section Four: Stereotypes

Part One: Responses to common facts about female participation

Before moving onto the final stage of the interview, I would like to hear what your views are on female participation in sport.

4.1.1 Many studies have found that more girls than boys around your age drop out of sport, why do you feel that is?
4.1.2 If I were to say that sport is traditionally seen as more suited to males than females, what would you say in response?
4.1.3 If I were to say sport is not for everyone, what would you say?
4.1.4 As you are still participating in sport, to some degree, you must see sport as valuable. Why do you think some girls do not attach values to sport?
4.1.5 In your opinion, what do you think can be done to help girls keep taking part in sport?

Section Five: Conclusion

We have covered various areas looking at memories you have of your experiences in sport in relation to school, gender, peers and stereotypes.

5.1.1 Is there anything else you would like to add in relation to what we have just covered in the interview?

5.1.2 How do you feel the interview went?

5.1.3 Did you feel all answers you gave were accurate in relation to the memories you have in sport?

5.1.4 Have you any comments about the interview?

Thank you very much for taking part in the interview and helping me with my dissertation.
Interview Guide – Non-Participating Coeducational School

Participant Details

Sex:
Group:
Name of School:
Address:
Telephone Number:
Interview Date:
Time Begun:
Time Ended:
Interview Duration:

Hello, my name is Emily Sanderson and I am currently in my third year of study at the University of Wales Institute, Cardiff. I would like to express my gratitude for agreeing to participate within the study.

The purpose of this study is to investigate the influence of co-educational and same sex schools on sporting participation and self esteem in adolescent girls. The comparative study falls under the subject area of sport psychology and will focus on the levels of self esteem between those who still participate in sport and physical activity against those who have ceased involvement. Within the session you will be required to fill in various self esteem questionnaires, followed by participation within an Interview in which you will discuss your personal opinions about your experiences within physical education as well as external factors which may have influenced your participation.

The data gathered from this study will be presented within my dissertation, with all personal details being kept completely confidential. When the results are presented, certain quotes provided from within the interviews may be used as a means of supporting certain material, but all details will remain anonymous. Within the interview a tape recorder will be in use in order for the interview to progress efficiently, as well as allowing data collection to be accurate when it needs to be transcribed.

Participation within the study is voluntary and you are able to withdraw from the session at any stage. Furthermore, you do not have to answer any question within the interview if you do not wish. As focus groups are being adopted, all participants within your group will be able to hear the answers provided, therefore I will ask all participants to respect the privacy of each member and not disclose any personal details to anyone else following the session. Within the interview there are no incorrect answers and please feel free to give your honest opinion so that I can understand and benefit from your experiences in sport and physical education. If you have any questions during the interview process or do not understand
what is being asked of you, please do not hesitate ask me. If any sensitive issues arise within the interview, I will inform the participants that I am not qualified to talk about such issues and they will be informed of the necessary support system, such as a school counsellor. If the issue were to arise again then the entire interview will have to be stopped.

Throughout the interview I would like you to focus on your memories and previous experiences in sport and physical education. I will be asking you to give your personal opinions based on certain factors relating to sporting participation, such as stereotypes, class environment, peers and gender.

Are there any questions in relation to what we have talked about so far? We shall now move onto the interview.
Section One: Participation

Part One: Introduction Questions

To begin the interview, I would like to establish a few details about yourself.

1.1.1 Tell me what subjects are you doing for your A-levels?

1.1.2 What do you particularly enjoy about those subjects?

1.1.3 Talk to me about your plans you have once you have left school

   Do you plan to go to university?

   Which universities are you looking at?

   What are you planning to study at university?

Part Two: Views

As you are no longer participating in sport, I would now like to talk about your attitudes and opinions you have towards sport.

1.2.1 Can you tell me what opinions you have of sport?

   What do you like and dislike about sport?

1.2.2 Can you remember what you thought of sport when you were growing up through your school years?

Section Two: School and Class environment

Part One:

I would now like to move onto the subject of school sport and the memories you have of physical education.

2.1.1 In what ways do you feel your time at school has influenced your choice to stop participating in sport?

2.1.2 Was your school very sport orientated?

   Did your school have sporting events such as sports day?

   How did you feel taken part in such events?

2.1.3 Tell what memories you have of school sport?

   Tell me about any positive memories you have of PE?

   Tell me about any negative memories you have?
2.1.4 Describe to me any emotions you remember feeling about having to participate in physical education classes?

2.1.5 Can you tell me what various sports you played?
   - What did you think of the sports you had to play?
   - What sports did you particularly like or dislike?
   - Tell me what you particularly liked or disliked about those sports?

2.1.6 In your opinion, do you believe yourself and your classmates would have benefited from having more choice about the activities you participated in class?

2.1.7 In what ways do you think having more choice would have helped you and the class?

Part Two: Classroom environment and male influence

I would now like to discuss your memories of physical education in relation to the coeducational environment you are set in.

2.2.1 Talk to me about the structure of PE classes in relation to boys and girls?
   - Were there any times you were separate from the boys?
   - Was this structure adopted throughout your entire time at school?
   - In your opinion, what were the positives and negatives of the class structure?

2.2.3 How did you feel in a separate environment compared to a mixed environment?

2.2.4 How did you feel about the presence of boys in the class?
   - How did you feel performing in front of them?

2.2.5 How did you feel when you made a mistake in front of the boys in your class?

2.2.6 Did you have any positive responses from males being in the class?

Part Three: PE Teachers

I would like to move on and talk about the memories you have of your PE teachers.

2.3.1 What memories do you have of your PE teacher throughout your time at school?

2.3.2 Tell me what their attitude was like towards yourself and the class?
   - Did they treat everyone fairly?

2.3.3 What positive memories do you have of your PE teacher?
2.3.4 Tell me what emotional responses you had towards your teacher when they delivered your class?

2.3.5 In your opinion, in what way did your teacher influence your choice to stop participation in sport?

2.3.6 Did they inform you of any after school clubs or any sport clubs in your local area?

2.3.7 Tell me about any negative memories you have of your teacher?

2.3.8 Describe to me what you remember when it came to discipline in the class? How did the way your teacher disciplined you make you feel?

Section 3: External Influences

Part One: Peers

I would like to move away from your memories of class environment and now focus on socializing factors in relation to your participation in sport.

3.1.1 How would you say your friends have influenced your choices to stop participating in sport?

3.1.2 Were you ever interested or involved in any after school sport clubs together?

3.1.3 How did you feel about the presence of your friends in your PE class?

3.1.4 What positive emotions do you remember experiencing with your friends in sport?

3.1.5 How did you feel when you made a mistake in front of your friends in PE class?

3.1.6 What negative feelings do you remember experiencing with your friends in sport?

3.1.7 Was being involved in sport seen as being popular within the social setting at your school? Do you feel the social setting at your school influenced your choices to drop out of sport in any way?

Part Three: Parental Influence

I would now like to talk about your parents’ involvement in relation to your sporting participation.

3.3.1 Talk to me about how your parents have influenced your choices about sport?

3.3.2 Are either of your parents involved in any kind of sport?

3.3.3 What opinions do you think they have of sport?
3.3.4 Do you feel their opinions of sport have influenced your choices to stop participating?

3.3.5 In what ways have your parents supported you in your schooling?

3.3.6 In what ways did your parents support you when it came to PE?

3.3.7 Do your parents have any opinions about how you no longer continue participating in sport?

Section Four: Stereotypes

Part One: Responses to common facts about female participation

Before moving onto the final stage of the interview, I would like to hear what your views are on female participation in sport.

4.1.6 Many studies have found that more girls than boys around your age drop out of sport, why do you feel that is?

4.1.7 If I were to say that sport is traditionally seen as more suited to males than females, what would you say in response?

4.1.8 If I were to say sport is not for everyone, what would you say?

Section Five: Participation

Part One: Drop out

Having discussed with you the memories you have of sport at school and the influence your friends and family have had over your schooling, I would now like to talk about your withdrawal from sport.

5.1.1 Talk to me about the last time you participated in sport?

When was the last time you were involved in sport?

Where was the last time you played sport?

What emotions do you remember having?

5.1.2 Tell me about the reasons you stopped participating in sport?

5.1.3 How did you feel about dropping out of sport?

5.1.4 Do you have any negative feelings about stopping participation in sport?
Section Six: Conclusion

We have covered various areas looking at memories you have of your experiences in sport in relation to school, gender, peers and stereotypes.

6.1.1 Is there anything else you would like to add in relation to what we have just covered in the interview?

6.1.2 How do you feel the interview went?

6.1.3 Did you feel all answers you gave were accurate in relation to the memories you have in sport?

6.1.4 Have you any comments about the interview?

Thank you very much for taking part in the interview and helping me with my dissertation.
Hello, my name is Emily Sanderson and I am currently in my third year of study at the University Of Wales Institute, Cardiff. I would like to express my gratitude for agreeing to participate within the study.

The purpose of this study is to investigate the influence of co-educational and same sex schools on sporting participation and self esteem in adolescent girls. The comparative study falls under the subject area of sport psychology and will focus on the levels of self esteem between those who still participate in sport and physical activity against those who have ceased involvement. Within the session you will be required to fill in various self esteem questionnaires, followed by participation within an Interview in which you will discuss your personal opinions about your experiences within physical education as well as external factors which may have influenced your participation.

The data gathered from this study will be presented within my dissertation, with all personal details being kept completely confidential. When the results are presented, certain quotes provided from within the interviews may be used as a means of supporting certain material, but all details will remain anonymous. Within the interview a tape recorder will be in use in order for the interview to progress efficiently, as well as allowing data collection to be accurate when it needs to be transcribed.

Participation within the study is voluntary and you are able to withdraw from the session at any stage. Furthermore, you do not have to answer any question within the interview if you do not wish. As focus groups are being adopted, all participants within your group will be able to hear the answers provided, therefore I will ask all participants to respect the privacy of each member and not disclose any personal details to anyone else following the session. Within the interview there are no incorrect answers and please feel free to give your honest opinion so that I can understand and benefit from your experiences in sport and physical education. If you have any questions during the interview process or do not understand
what is being asked of you, please do not hesitate ask me. If any sensitive issues arise within the interview, I will inform the participants that I am not qualified to talk about such issues and they will be informed of the necessary support system, such as a school counsellor. If the issue were to arise again then the entire interview will have to be stopped.

Throughout the interview I would like you to focus on your memories and previous experiences in sport and physical education. I will be asking you to give your personal opinions based on certain factors relating to sporting participation, such as stereotypes, class environment, peers and gender.

Are there any questions in relation to what we have talked about so far? We shall now move onto the interview.
Section One: Participation

Part One: Introduction Questions

To begin the interview, I would like to establish a few details about your current involvement in sport.

1.1.6 Tell me what sports you currently participate in?
1.1.7 How long have you been participating in these sports?
1.1.8 Are involved in any sport outside of school?
    Do you have a coach?
1.1.9 What is the highest level you have performed at?
1.1.10 Describe to me any of your sporting achievements?

Part Two: Views

As you are still participating, I would now like to talk about your attitudes and opinions you have towards sport.

1.2.6 Tell me what you like about sport?
1.2.7 Talk to me about what ways sport benefits you?
1.2.8 Talk to me about the various emotions you experience when you are successful in your performance?
1.2.9 How do you feel when you are unsuccessful in your performance?
1.2.10 In your opinion, is sport an activity you would like to continue being a part of?

Section Two: School and Class environment

Part One:

I would now like to move onto the subject of school sport and the memories you have of physical education.

2.1.1 In what way do you feel your time at school has influenced your choice to continue participating in sport?
2.1.2 Tell what memories you have of school sport?
    Tell me about any positive memories you have of PE?
    Talk to me about any negative memories you have?
2.1.3 Was your school very sport orientated?

Did your school acknowledge any sporting success?

Did your school have sporting events such as sports day?

How did you feel taken part in such events?

2.1.4 Describe to me any emotions you remember feeling about having to participate in physical education classes?

2.1.5 Tell me what various sports you played?

What did you think of the sports you had to play?

What sports did you particularly like or dislike?

Tell me what you particularly liked or disliked about those sports?

2.1.6 In your opinion, do you believe yourself and your classmates would have benefited from having more choice about the activities you participated in class?

2.1.7 In what ways do you think having more choice would have helped you and the class?

Part Two: Classroom environment

I would now like to discuss your memories of physical education in relation to the single sex environment you are set in.

2.2.1 Tell me about the structure of your PE class in relation to the other girls in the class?

Did you all perform together or were you involved in group activities?

In your opinion, what were the positives and negatives of the class structure?

Did you ever have activities were students picked group members?

How did you feel when it came to being picked?

2.2.2 How did you feel performing in front of the other girls in the class?

2.2.3 How did you feel when you made a mistake in front of the girls in your class?

2.2.4 Were there any girls who you felt excelled in PE class?

How did you feel performing in front of them?

2.2.5 What were your feelings towards those who did not enjoy PE?
Part Three: PE Teachers

I would like to move on and talk about the memories you have of your PE teachers.

2.3.1 Talk to me about the memories you have of your PE teacher throughout your time at school?

   Tell me what positive memories do you have of your PE teacher?

2.3.2 Tell me what their attitude was like towards yourself and the class?

   Did they treat everyone in the class fairly?

2.3.3 Did they inform you of any after school clubs or any sport clubs in your local area?

2.3.4 Tell me what negative memories you have of your teacher?

2.3.5 Describe to me what you remember when it came to discipline in the class?

2.3.6 How did the way your teacher disciplined you make you feel?

2.3.7 Tell me about what emotional responses you had towards your teacher when they delivered your class?

2.3.8 In your opinion, in what way did your teacher influence your continuing participation in sport?

Section 3: External Influences

Part One: Peers

I would like to move away from your memories of class environment and now focus on socializing factors in relation to your participation in sport.

3.1.1 How would you say your friends have influenced your choices in sport?

3.1.2 Were you involved in any after school clubs together?

3.1.3 What positive emotions do you remember experiencing with your friends in sport?

3.1.4 How did you feel about the presence of your friends in your PE class?

3.1.5 How did you feel when you made a mistake in front of your friends in PE class?

3.1.6 What negative feelings do you remember experiencing with your friends in sport?

3.1.7 Talk to me about what you feel when your friends watch you perform and compete?

3.1.8 Was being involved in sport seen as being popular within the social setting at your school?

   Did playing sport give you an identity within the social setting at your school?
Part Two: Coaches

As you are still participating in sport, I would like to move the discussion on in relation to your coaches.

3.2.9 Tell me how your coach has influenced your participation in sport?

3.2.10 What positive memories do you have of your coach?

3.2.11 What do you like about having a coach?

3.2.12 Describe to me what your coach is like within your training sessions?

3.2.13 How is your coach different from your PE teacher?

3.2.14 Do you feel you have a different relationship with your coach than your PE teacher?

3.2.15 Do you have any negative memories of your coach?

3.2.16 In what ways do you prefer being coached in your sport in relation to school sport?

Part Three: Parental Influence

I would now like to talk about your parents’ involvement in relation to your sporting participation.

3.3.1 Tell me how your parents have influenced your participation in sport?

3.3.2 Are either of your parents involved in any kind of sport?

3.3.3 What opinions do you think they have of sport?

   How have their opinions of sport influenced your choices to participate?

3.3.4 In what ways have your parents supported you in participating in sport?

3.3.5 Tell me how your parents become involved in your sporting activities throughout school?

3.3.6 How do you feel when your parents watch you play sport?

Section Four: Stereotypes

Part One: Responses to common facts about female participation

Before moving onto the final stage of the interview, I would like to hear what your views are on female participation in sport.

4.1.9 Many studies have found that more girls than boys around your age drop out of sport, why do you feel that is?
4.1.10 If I were to say that sport is traditionally seen as more suited to males than females, what would you say in response?

4.1.11 If I were to say sport is not for everyone, what would you say?

4.1.12 As you are still participating in sport, to some degree, you must see sport as valuable. Why do you think some girls do not attach values to sport?

4.1.13 In your opinion, what do you think can be done to help girls keep taking part in sport?

Section Five: Conclusion

We have covered various areas looking at memories you have of your experiences in sport in relation to school, gender, peers and stereotypes.

5.1.5 Is there anything else you would like to add in relation to what we have just covered in the interview?

5.1.6 How do you feel the interview went?

5.1.7 Did you feel all answers you gave were accurate in relation to the memories you have in sport?

5.1.8 Have you any comments about the interview?

Thank you very much for taking part in the interview and helping me with my dissertation.
Hello, my name is Emily Sanderson and I am currently in my third year of study at the University of Wales Institute, Cardiff. I would like to express my gratitude for agreeing to participate within the study.

The purpose of this study is to investigate the influence of co-educational and same sex schools on sporting participation and self esteem in adolescent girls. The comparative study falls under the subject area of sport psychology and will focus on the levels of self esteem between those who still participate in sport and physical activity against those who have ceased involvement. Within the session you will be required to fill in various self esteem questionnaires, followed by participation within an Interview in which you will discuss your personal opinions about your experiences within physical education as well as external factors which may have influenced your participation.

The data gathered from this study will be presented within my dissertation, with all personal details being kept completely confidential. When the results are presented, certain quotes provided from within the interviews may be used as a means of supporting certain material, but all details will remain anonymous. Within the interview a tape recorder will be in use in order for the interview to progress efficiently, as well as allowing data collection to be accurate when it needs to be transcribed.

Participation within the study is voluntary and you are able to withdraw from the session at any stage. Furthermore, you do not have to answer any question within the interview if you do not wish. As focus groups are being adopted, all participants within your group will be able to hear the answers provided, therefore I will ask all participants to respect the privacy of each member and not disclose any personal details to anyone else following the session. Within the interview there are no incorrect answers and please feel free to give your honest opinion so that I can understand and benefit from your experiences in sport and physical education. If you have any questions during the interview process or do not understand
what is being asked of you, please do not hesitate ask me. If any sensitive issues arise within the interview, I will inform the participants that I am not qualified to talk about such issues and they will be informed of the necessary support system, such as a school counsellor. If the issue were to arise again then the entire interview will have to be stopped.

Throughout the interview I would like you to focus on your memories and previous experiences in sport and physical education. I will be asking you to give your personal opinions based on certain factors relating to sporting participation, such as stereotypes, class environment, peers and gender.

Are there any questions in relation to what we have talked about so far? We shall now move onto the interview.
Section One: Participation

Part One: Introduction Questions

To begin the interview, I would like to establish a few details about yourself.

1.1.4 Tell me what subjects are you doing for your A-levels?

1.1.5 What do you particularly enjoy about those subjects?

1.1.6 Talk to me about your plans you have once you have left school

   Do you plan to go to university?

   Which universities are you looking at?

   What are you planning to study at university?

Part Two: Views

As you are no longer participating in sport, I would now like to talk about your attitudes and opinions you have towards sport.

1.2.3 Can you tell me what opinions you have of sport?

   What do you like and dislike about sport?

1.2.4 Can you remember what attitude you had towards sport when you were growing up through your school years?

Section Two: School and Class environment

Part One:

I would now like to move onto the subject of school sport and the memories you have of physical education.

2.1.1 In what ways do you feel your time at school has influenced your choice to stop participating in sport?

2.1.2 Tell me what memories you have of school sport?

   Tell me about any positive memories you have of PE?

   Talk to me about any negative memories you have?

2.1.3 Was your school very sport orientated?

   Did your school acknowledge any sporting success?

   Did your school have sporting events such as sports day?
How did you feel taken part in such events?

2.1.4 Describe to me any emotions you remember feeling about having to participate in physical education classes?

2.1.5 Tell me what various sports you played?
    What did you think of the sports you had to play?
    What sports did you particularly like or dislike?
    What did you particularly like or dislike about those sports?

2.1.6 In your opinion, do you believe yourself and your classmates would have benefited from having more choice about the activities you participated in class?

2.1.7 In what ways do you think having more choice would have helped you and the class?

Part Two: Classroom environment

I would now like to discuss your memories of physical education in relation to the single sex environment you are set in.

2.2.1 Talk to me about the structure of your PE class in relation to the other girls in the class?
    Did you all perform together or were you involved in group activities?
    Did you ever have activities were students picked group members?
    How did you feel when it came to being picked?
    In your opinion, what were the positives and negatives of the class structure?

2.2.2 How did you feel performing in front of the other girls in the class?

2.2.3 How did you feel when you made a mistake in front of the girls in your class?

2.2.4 Were there any girls who you felt excelled in PE class?
    How did you feel performing in front of them?

Part Three: PE Teachers

I would like to move on and talk about the memories you have of your PE teachers.

2.3.1 Tell me what memories you have of your PE teacher throughout your time at school?

2.3.2 Talk to me about their attitude towards yourself and the class?
Do you feel they treated everyone fairly?

2.3.3 What positive memories do you have of your PE teacher?

2.3.4 Tell me what emotional responses you had towards your teacher when they delivered your class?

2.3.5 In your opinion, in what way did your teacher influence your choice to stop participation in sport?

2.3.6 Did they inform you of any after school clubs or any sport clubs in your local area?

2.3.7 Tell me about the negative memories you have of your teacher?

2.3.8 Describe to me what you remember when it came to discipline in the class?

2.3.9 How did the way your teacher disciplined you make you feel?

Section 3: External Influences

Part One: Peers

I would like to move away from your memories of class environment and now focus on socializing factors in relation to your participation in sport.

3.1.1 How would you say your friends have influenced your choices to stop participating in sport?

3.1.2 Were you ever interested or involved in any after school sport clubs together?

3.1.3 How did you feel about the presence of your friends in your PE class?

3.1.4 What positive emotions do you remember experiencing with your friends in sport?

3.1.5 How did you feel when you made a mistake in front of your friends in PE class?

3.1.6 What negative feelings do you remember experiencing with your friends in sport?

3.1.7 Was being involved in sport seen as being popular within the social setting at your school?

Do you feel the social setting at your school influenced your choices to drop out of sport in any way?

Part Three: Parental Influence

I would now like to talk about your parents’ involvement in relation to your sporting participation.

3.3.1 Tell me how your parents have influenced your choices about sport?
3.3.2 Are either of your parents involved in any kind of sport?
3.3.3 What opinions do you think they have of sport?
3.3.4 Do you feel their opinions of sport have influenced your choices to stop participating?
3.3.5 In what ways have your parents supported you in your schooling?
3.3.6 In what ways did your parents support you when it came to PE?
3.3.7 What opinions do your parents have about how you no longer continue participating in sport?

Do they ever encourage you to become more involved in sport?

Section Four: Stereotypes

Part One: Responses to common facts about female participation

Before moving onto the final stage of the interview, I would like to hear what your views are on female participation in sport.

4.1.14 Many studies have found that more girls than boys around your age drop out of sport, why do you feel that is?
4.1.15 If I were to say that sport is traditionally seen as more suited to males than females, what would you say in response?
4.1.16 If I were to say sport is not for everyone, what would you say?

Section Five: Participation

Part One: Drop out

Having discussed with you the memories you have of sport at school and the influence your friends and family have had over your schooling, I would now like to talk about your withdrawal from sport.

5.1.5 Talk to me about the last time you participated in sport?

When was the last time you were involved in sport?

Where was the last time you played sport?

What emotions do you remember having?

5.1.6 Tell me about the reasons you stopped participating in sport?

5.1.7 How did you feel about dropping out of sport?
5.1.8 Do you have any negative feelings about stopping participation in sport?

Section Six: Conclusion

We have covered various areas looking at memories you have of your experiences in sport in relation to school, gender, peers and stereotypes.

6.1.5 Is there anything else you would like to add in relation to what we have just covered in the interview?

6.1.6 How do you feel the interview went?

6.1.7 Did you feel all answers you gave were accurate in relation to the memories you have in sport?

6.1.8 Have you any comments about the interview?

Thank you very much for taking part in the interview and helping me with my dissertation.
APPENDIX E

Informed Consent Form
Informed Consent Form

Subject: Name _____________________________ Sex: F
Date of birth _____________________________

Investigators: _____________________________ _____________________________
(Student) (Member of Staff)

Ethical Approval Gained? Yes / No

Title of the Study:
Investigating the influence of co-educational and same sex schools on sporting participation and self esteem in adolescent girls

Objective and Procedures to be Employed
Before you read and consider the information presented below it is important that you are aware that all of the proposed measurement techniques have been examined by an ethics committee, which has accepted that the proposed study is suitable for use with consenting, human subjects.

Objectives
The major aims of the present study are;

1). To investigate if there is a relationship between school environment and self-esteem levels in females

2) To investigate if there is a relationship between school environment and maintenance or withdrawal in sport and physical activity
Exercise protocol
As a participant, you will be required to fill in a self esteem based questionnaire and take part in an interview guide which will form a discussion relating to your experiences and opinions you have of physical education and participation in sport.

Potential Issues
The issues outlined below may only apply to a small number of subjects, if any. However, it is important that you are made aware of possible outcomes in order to provide written, informed consent to participate within this study.

During the Interview Guide
As the study is within the area of sport psychology, specifically focusing on the subject of self esteem, there may be potential discomfort and sensitivity in relation to the questions addressed within the interview. If any sensitive issue arises, you will be informed that the interviewer is not qualified to discuss such sensitive topics and you will be referred to the support systems available. If the issue continues the interview will be stopped.

Benefits
In becoming involved in this study you will enable us to collect data which forms part of a long-term research programme. The findings will provide us with a better understanding of the influences that coeducational and single sex school environments have on adolescent girls’ participation in sport. Furthermore, the data collected will also help to examine which environment helps to promote positive self esteem.

The Data
All data collected from the questionnaires and the interview guides will remain anonymous and will be treated with the strictest confidence, although it could form the basis of eventual scientific publications and/or presentations.

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NB - The University and its staff accept no liability for any matters arising, either directly or indirectly, from the information and recommendations given to you as a result of the outcomes of your test. It is the responsibility of the athlete to ensure that the Sport Scientist is aware of any medical conditions or other information that might affect either the test itself or the interpretation of the results and subsequent recommendations.

---

Statement by the Subject
I have been made fully aware of the risks and benefits involved from partaking in the present study. I understand that I am free to withdraw from the study at any time and that the results of the study will be treated anonymously and with total confidentiality.

I have had my attention drawn to the document produced by the American College of Sports Medicine (1997) entitled “Policy Statement Regarding the use of Human Subjects and Informed Consent”. It has been made clear to me that if I feel my rights are being infringed and / or my interests are being ignored, neglected or denied, I should inform the chairman of the Cardiff School of Sport Research Ethics Committee who will undertake to investigate my complaint.

Signed: _________________________ Date: __________________

(Subject’s signature)

I certify that the details of the study have been fully explained and described in writing to ______________________, and this information has been fully understood by them.

(Subject’s name, printed)

Signed: _________________________ Date: __________________

(Independent witness’ signature)

Participant’s contact details:

Address (including postal code):

Home telephone number: ______________________

Mobile telephone number: ______________________

E-mail address: ______________________
APPENDIX F

PSPP and PIP Scoring Sheet
### PSPP and PIP Scoring Sheet

Name ___________________ Gender ___________________ Group ___________________ ID ___________________

#### PSPP Item scores (r = reverse scoring)

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#### Subscale Totals

#### PIP Item scores (r = reverse scoring)

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#### Subscale Totals

#### Perception Profile

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RSE Scoring Sheet

Gender ___________  Group ___________  ID ___________

RSE Item Scoring (r = reverse scoring)

1r ____
2 ____
3r ____
4r ____
5 ____
6 ____
7r ____
8 ____
9 ____
10r ____

Global Self-Esteem Score = ________
APPENDIX H

Raw Data Results for PSPP, PIP and RSE dependent variables - MANOVA
## Multivariate Tests

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APPENDIX I

Raw Data Results for PSPP, PIP and RSE dependent variables - ANOVAs
**Tests of Between-Subjects Effects**

### Dependent Variable: Sports Competence

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### Estimates

#### Dependent Variable: Sports Competence

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**Tests of Between-Subjects Effects**

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### Estimates

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Tests of Between-Subjects Effects

Dependent Variable: Body Attractiveness

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1. Type of School * Participation

Dependent Variable: Body Attractiveness

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Tests of Between-Subjects Effects

Dependent Variable: Physical Self Worth

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Estimates

Dependent Variable: Physical Self Worth

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Tests of Between-Subjects Effects

Dependent Variable: Physical Strength

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Estimates

Dependent Variable: Physical Strength

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Tests of Between-Subjects Effects

Dependent Variable: Sports Competence Importance

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Estimates

Dependent Variable: Sports Competence Importance

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### Tests of Between-Subjects Effects

**Dependent Variable: Attractiveness Importance**

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**Dependent Variable: Physical Strength Importance**

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### Estimates

**Dependent Variable: Physical Strength Importance**

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<th>95% Confidence Interval</th>
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<tr>
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<td>Lower Bound</td>
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### Tests of Between-Subjects Effects

**Dependent Variable: Physical Conditioning Importance**

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<th>Mean Square</th>
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<th>Sig.</th>
<th>Partial Eta Squared</th>
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#### Estimates

**Dependent Variable: Physical Conditioning Importance**

<table>
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### Tests of Between-Subjects Effects

**Dependent Variable: Global Self Esteem**

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#### Estimates

**Dependent Variable: Global Self Esteem**

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<td>Lower Bound</td>
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<td>Co-Educational</td>
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