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## Girls perceptions of physical education in the eleven to fourteen age group

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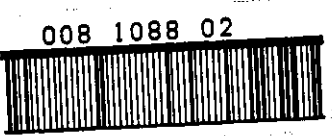
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GIRLS PERCEPTIONS OF PHYSICAL EDUCATION IN THE  
ELEVEN TO FOURTEEN AGE GROUP

by

Julie Elizabeth Heathcote

A Master of Philosophy Thesis submitted in partial fulfilment  
of the requirement for the award of Master of Philosophy  
of the Loughborough University of Technology

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### ABSTRACT

The purpose of the study was to investigate girls attitudes towards physical activity and physical education; to identify their likes and dislikes and to examine the influences affecting girls perceptions of physical education. The data was collected over a period of fourteen months, from 340 girls aged between 11 and 14 years who attended a Leicestershire High School.

Previously written literature had shown that there may be a relationship between pupils attitudes towards physical education and a number of contributing factors including, the influence of the physical education programme; teachers; parents, and personal and social experiences. The study showed that there was a need for teachers to carefully examine the criteria by which young people develop their views and opinions with the aim of adapting or modifying the physical education programme accordingly. An important consideration was that parents influence their children at an early age and that this clearly affected young children's attitudes towards physical activity. Later it became evident that the teacher had an important influencing role and as the pupils got older it became clear that personal and social conditions contributed to girls perceptions of physical education.

It was evident from the results of the study that the majority of pupils had favourable attitudes towards physical education. In addition, many pupils expressed a desire to continue participating in physical activity in later life. Although the research may not have examined in closer detail the contributing variables which determined the girls attitudes towards physical education, it may be important to consider the factors which affect the pupils self and body esteem in greater depth, as it was to this area that the older girls showed an increasing concern. Many aspects of the study revealed the pupils desire to want to be good at physical education; to succeed at the activities; to contribute and to be accepted within a group setting. Physical skill was not always the most important factor in contributing to the pupils liking for physical education as many of the pupils who expressed their liking for the subject described themselves as, "not sure whether or not they were good at physical education". There was an overwhelming indication that most of the pupils, especially the third year pupils wanted more variety and choice in the activities offered to them; more involvement in the planning and organisation of the lessons; fewer restrictions on showering and wearing P.E. kit; fewer teacher directed lessons and more opportunity to participate in indoor activities when the weather was cold outside.

The most popular activities expressed by all year groups were, swimming, dance, tennis, netball, rounders, although third year pupils did not seem so keen on dance and netball. Least preferred activities were cross country and hockey, although the third year pupils seemed more favourable towards hockey than the first and second year groups. The new activities the pupils would like to have had the opportunity to participate in were trampolining, volleyball and badminton (although the first years also would have liked to participate in squash and the second year pupils soccer). The study clearly showed that a determination of girls perceptions of physical education should be fundamental to any planning or development of the physical education curriculum, if the programme is to cater realistically for the needs of all pupils.



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CONTENTS	PAGE
ABSTRACT	(ii)
ACKNOWLEDGEMENTS	(iv)
TABLE OF CONTENTS	(v)
LIST OF TABLES	
LIST OF ABBREVIATIONS	
CHAPTER ONE	
1.0. INTRODUCTION	1
CHAPTER TWO	
2.0. INTRODUCTION	7
2.1. REVIEW OF LITERATURE	7
2.2. PHYSICAL EDUCATION AS PART OF THE SCHOOL CURRICULUM	7
2.3. PHYSICAL EDUCATION AND THE TEACHER	13
2.4. PHYSICAL EDUCATION AND THE PUPILS (PERCEPTION, OF SELF, PARENTS, HOME ENVIRONMENT)	17
2.5. SUMMARY	28
CHAPTER THREE	
3.0. METHODOLOGY AND PROCEDURES	29
3.1. INTRODUCTION	29
3.1.1. Review of Literature	30
3.2. BACKGROUND TO THE STUDY	38
3.2.1. The School	38
3.2.2. The Sample	41
3.2.3. Data Collection	42
3.3. THE DESIGN OF THE QUESTIONNAIRE	43
3.3.1. Section One	44
3.3.2. Section Two	46
3.3.3. Section Three	46
3.3.4. Section Four	47
3.4. SUMMARY OF THE MODEL USED IN THE CONSTRUCTION OF THE QUESTIONNAIRE	47
3.4.1. The Physical Education Curriculum	47
3.4.2. The Extra-Curricular Activities	48
3.4.3. Previous Experience and Knowledge Gained	48
3.4.4. Parental Influence	49

	<u>PAGE</u>
3.4.5. Teacher Influence	49
3.4.6. General Considerations	50
3.5. QUESTIONNAIRE DESIGN NUMBER ONE	50
3.6. THE FIRST QUESTIONNAIRE	51
3.6.1. Summary of the Data Collected from Piloting the First Questionnaire	52
3.6.2. The Second Questionnaire	53
3.6.3. Summary of the Data Collected from Piloting the Second Questionnaire	55
3.6.4. The Third Questionnaire	56
3.6.5. Summary of the Data Collected from Piloting the Third Questionnaire	58
3.6.6. The Fourth Questionnaire	59
3.6.7. Summary of the Data Collected from Piloting the Fourth Questionnaire	61
3.6.8. The Fifth Questionnaire	62
3.6.9. Summary of the Data Collected from Piloting the Fifth Questionnaire	63
3.7. ANALYSIS OF THE RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE	64
Section One	64
Section Two	64
Section Three	65
Section Four	65
3.7.1. Analysis of the Findings of the Re-Designed Questionnaires	66
3.7.2. Findings of Section One	66
3.7.3. Findings of Section Two	69
3.7.4. Findings of Section Three	70
The Parents	73
Self-Perception	75
3.7.5. Findings of Section Four	77
3.7.6. Summary of the Observations made after Completion of the Questionnaire	78
3.8. ISSUING THE FINAL QUESTIONNAIRE	79
3.8.1. Summary of the Pupil Feedback	80
3.9. COMPLEMENTRY DATA COLLECTION	81
3.9.1. Essays - My Likes and Dislikes in Physical Education	81
3.9.2. Pupil Feedback Sheets	84
3.9.3. Interviews	88
3.9.4. Observations made through the Mock Interviews	92
3.9.5. A Summary of the Questions asked by the Researcher may be Outlined as Follows:-	93
3.9.6. Field Notes	95
3.9.7. Summary of the Methodology used in Data Collection	97

	<u>PAGE</u>
CHAPTER FOUR	
4.0. ANALYSIS OF RESULTS	99
4.1 INTRODUCTION	99
4.2. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION ONE (see Appendix Q No. 5 Section 1. 1a-j)	100
4.2.1. Summary	112
4.3. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION ONE (see Appendix Q No. 5 Section 1. 2A-2D)	114
4.3.1. Summary	141
4.4. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION TWO (see Appendix Q. No. 5 Section 2. A1-A10)	142
4.4.1. Summary	166
4.5. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION THREE (see Appendix Q. No. 5. Section 3 1-12)	168
4.5.1. Summary	192
4.6. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION FOUR	194
4.6.1. Summary	207
CHAPTER FIVE	
5.0. ANALYSIS OF THE DATA COLLECTED FROM THE ESSAYS: "LIKES AND DISLIKES IN PHYSICAL EDUCATION"	208
5.1. INTRODUCTION	208
5.2. SUMMARY OF THE FIRST YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION	210
5.3. SUMMARY OF THE SECOND YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION	211
5.4. SUMMARY OF THE THIRD YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION	213
CHAPTER SIX	
6.0. ANALYSIS OF THE DATA COLLECTED FROM THE PUPIL FEED- BACK SHEETS	215
6.1. INTRODUCTION	215
6.2. ANALYSIS OF THE FIRST YEAR PUPILS FEEDBACK SHEETS	215
6.2.1. A Summary of the Findings Shown in the First Year Pupil Feedback Sheets	222

	<u>PAGE</u>
6.3. ANALYSIS OF THE SECOND YEAR PUPILS FEEDBACK SHEETS	223
6.3.1. A Summary of the Findings Shown in the Second Year Pupil Feedback Sheets	230
6.4. ANALYSIS OF THE THIRD YEAR PUPIL FEEDBACK SHEETS	234
6.4.1. A Summary of the Findings Shown in the Third Year Pupil Feedback Sheets	241
6.4.2. Summary of the Findings Shown in All Year Groups	242
 CHAPTER SEVEN	
7.0. DISCUSSION AND SUMMARY OF FINDINGS	248
7.1. INTRODUCTION	248
7.1.1. The Physical Education Curriculum and its Relationship Towards Girls' Perceptions of Physical Education	249
7.1.2. Parental Influence and its Relationship Towards Girls' Perception of Physical Education	259
7.1.3. Teacher Influence and its Relationship towards Girls' Perceptions of Physical Education	264
7.1.4. Pupil's Self Perceptions and its Relationship Towards Girls' Perceptions of Physical Education	270
7.1.5. Summary of the Data Collected in this Section	272
7.2. A SUMMARY OF HOW THE WORK RELATING TO GIRLS' PERCEPTIONS OF PHYSICAL EDUCATION MAY BE DEVELOPED OR UTILISED	273
7.2.1. The Physical Education Curriculum	273
7.2.2. Parents	276
7.2.3. The Teacher	278
7.2.4. Pupils' Self and Peer Perception	281
7.3. IDENTIFICATION OF THE LIMITATIONS AND SUGGESTED DESIGN IMPROVEMENTS FOR THE STUDY	283
7.4. GENERAL CONCLUSIONS AND SUGGESTED EDUCATIONAL IMPLICATIONS FOR FUTURE CURRICULUM PLANNING AND DEVELOPMENT WITHIN THE AREA OF PHYSICAL EDUCATION	285
APPENDICES	312
REFERENCES	362
BIBLIOGRAPHY	365

# LIST OF TABLES

	PAGE
Table 1. Graph to show how the pupils felt when it was time for their P.E. lesson.	100
Table 2. To show how the pupils felt if they could choose what P.E. kit they wore	101
Table 3. To show how the pupils felt about indoor P.E. lessons	103
Table 4. To show how the pupils felt about outdoor P.E. lessons	104
Table 5. To show how the pupils felt about mixed P.E. lessons (ie. boys and girls)	105
Table 6. To show how the pupils felt about choosing the physical activity they could participate in during the P.E. lesson	106
Table 7. To show how the pupils felt about taking a shower after P.E. lessons	107
Table 8. To show how the pupils felt when they knew they were going to be competing against others in the P.E. lesson	109
Table 9. To show how the pupils felt when they think they are not very good at a particular activity	110
Table 10. To show how the pupils felt when they know they are good at a particular activity	111
Table 11. To show rank order of the % positive responses to the questions	112
Table 12. To show rank order of the % negative responses to the questions	113
Table 13. To show rank order of % neutral responses to the questions	113
Table 14. To show how the pupils felt about the following activities	115
Table 15. To show the rank order of the 10 preferred physical activities by the first year pupils	118
Table 16. To show the rank order of the 10 preferred physical activities by the second year pupils	118
Table 17. To show the rank order of the 10 preferred physical activities by the third year pupils	119

Table 18	To show the rank order of the 5 least preferred physical activities by the first year pupils	120
Table 19	To show the rank order of the 5 least preferred physical activities by the second year pupils	120
Table 20	To show the rank order of the 5 least preferred physical activities by the third year pupils	121
Table 21	To show % in rank order of the 5 preferred activities by all three years	122
Table 22	To show % in rank order of the 5 least preferred activities by all three years	122
Table 23	To show in rank order which physical activities the pupils take part in outside school (ie. in their spare time)	123
Table 24	Showing the % of children from the first year who take part in a physical activity in their spare time and those who do not participate in physical activity in their spare time	129
Table 25	Showing the % of children from the second year who take part in a physical activity in their spare time and those who do not participate in physical activity in their spare time	130
Table 26	Showing the % of children from the third year who take part in a physical activity in their spare time and those who do not participate in physical activity in their spare time	130
Table 27	Showing the % of children from all years who take part in a physical activity in their spare time and those who do not participate in physical activity in their spare time	131
Table 28	To show how many first year children are members of a school team or club	131
Table 29	To show how many second year children are members of a school team or club	132
Table 30	To show how many third year children are members of a school team or club	132
Table 31	To show how many children collectively are members of a school team or club	133
Table 32	To show in rank order the school team/club activities which the children take part in	134
Table 33	To show how many first year children had previously been in a school team or club	136

Table 34	To show how many second year children had previously been in a school team or club	136
Table 35	To show how many third year children had previously been in a school team or club	137
Table 36	To show how many children from all years had previously been in a school team or club	137
Table 37	To show where the children have been members of a school team or club and in which activities	140
Table 38	To show the pupils 3 favourite activities	142
Table 39	To show the pupils most popular activities collectively	143
Table 40	To show the reasons behind why the pupils preferred their particular favourite activity	145
Table 41	To show the relationship between the pupils favourite activity and their best activity	147
Table 42	To show what the pupils disliked about their P.E. lessons	149
Table 43	To show what the pupils liked about their P.E. lessons (and the reasons why)	153
Table 44	To show why the pupils thought they do P.E. in school	155
Table 45	To show in which physical activities the pupils parents took part	158
Table 46	To show the % of all parents who participated in physical activities in their spare time and those that did not	158
Table 47	To show the relationship between the respondents closest friends activity interests and their own favourite activity	160
Table 48	To show the new activities the pupils would like to learn in P.E.	161
Table 49	To show what changes the pupils would like to see in their P.E. lesson	163
Table 50	To show whether or not the pupils think they get on with their P.E. teacher	168
Table 51	To show whether or not the pupils think they get on with other P.E. teachers	170



Table 52	To show how the pupils generally feel about their P.E. teachers	173
Table 53	To show whether or not the pupils enjoyed P.E.	180
Table 54	To show whether or not the pupils thought they were generally good at P.E.	181
Table 55	To show whether or not the pupils thought that they could work closely with their friends in P.E.	182
Table 56	To show whether or not the pupils' parents encourage them to do well at P.E.	184
Table 57	To show whether or not the pupils' parents encouraged them to take part in physical activities in their spare time	185
Table 58	To show whether or not the pupils enjoyed P.E. at their junior school	186
Table 59	To show whether or not the pupils enjoyed P.E. in their previous school year	187
Table 60	To show whether or not the pupils thought P.E. is an important subject	190
Table 61	To show whether or not the pupils thought they would continue to take part in physical activity in later life	191
Table 62	To show how the pupils described themselves in section four of the questionnaire	194
Table 63	To show how the pupils described themselves in section four of the questionnaire	195
Table 64	To show how the pupils described themselves in section four of the questionnaire	196
Table 65	To show how the pupils described themselves in section four of the questionnaire	197
Table 66	To show how the pupils described themselves in section four of the questionnaire	198
Table 67	To show how the pupils described themselves in section four of the questionnaire	199
Table 68	To show how the pupils described themselves in section four of the questionnaire	200
Table 69	To show how the pupils described themselves in section four of the questionnaire	201
Table 70	To show how the pupils described themselves in section four of the questionnaire	202

Table 71	To show how the pupils described themselves in section four of the questionnaire	203
Table 72	To show how the pupils described themselves in section four of the questionnaire	204
Table 73	To show how the pupils described themselves in section four of the questionnaire	205
Table 74	To show how the pupils described themselves in section four of the questionnaire	206

LIST OF ABBREVIATIONS

P. E.

Physical Education

## CHAPTER ONE

### 1.0. INTRODUCTION

One of the major difficulties in curriculum development within physical education has been a lack of a database about different components of work in schools. It is only recently that studies have begun to emerge which provide us with evidence about the curriculum, Crutchley (1985), Hill (1986), Branford (1987), and these have been useful in providing us with a portrayal of what teachers are teaching.

In a health based physical education project, the newsletters, written in the British Journal of Physical Education, began to stimulate interest amongst teachers regarding finding out more information about what happened to pupils who experienced this curriculum. However, when the project began to investigate pupils' views about the curriculum they found very little information other than American, with one exception, Hendry (1965). As a result of working with the project team this neglect of pupils perceptions of their work in physical education clearly showed the need for further investigation, especially for girls.

It can be argued that pupils with favourable attitudes towards a subject may be more likely to achieve in that area of learning and therefore wish to further their experience of success.

Mager (1968) suggests that there is a need to develop a positive attitude towards learning and states that,

"the sole intent is to aim in sending students away from your instruction anxious to use what you have taught them - and eager to learn more."  
(1)

Although there is little research material to support Mager, a number of authors have shown interest in the attitudes of pupils towards physical education through the development of a variety of attitude scales. Bowdlear's (1928) check chart was seen as a simple instrument in attempting to measure attitudes. More reliable instruments have since been developed through the work of Wear (1950), McCue (1953), Kenyon (1968), Barker Lunn (1969), Sonstroem (1974), Simon and Smoll (1974), and Martens (1979). In each case the authors have developed an instrument which has preimposed criteria to which the person replies.

The following researchers have investigated girls' attitudes towards physical activity at various age levels including the consequence of different conditions on attitudes; Carr (1945), Abel and Knapp (1967), Moir (1977), Butcher (1983), Griffin (1984). Very few studies have sought to examine the influences of negative and positive attitudes towards physical education (Figley (1985) Coe (1984)). Previous research was either pre-1970 or American and it became obvious that there is a need to investigate the attitudes of girls towards physical education.

If teachers believe that one of their aims is to encourage and develop positive attitudes towards physical education then a more updated database using an English sample could be important in helping

the teachers' to understand the complexities of how pupils perceive physical education.

Following a detailed review of literature the following areas became the principal foci for an investigation.

1. To identify girl's likes and dislikes in Physical Education.
2. To establish factors which have influenced their attitudes towards physical education.
3. To outline the implications for the teacher in an attempt to promote and develop positive attitudes towards physical education and future participation in physical activity.

For the purpose of this study, Allport's (1968) definition of the term "attitude" will be accepted. He states that an attitude is

"A mental and neutral state of readiness, organised through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". (2)

By describing that attitudes are "organised through experience", Allport's definition stresses that attitudes are attained through experiences in which the pupil has been involved.

Although it seems difficult to clarify the components of an attitude, Thurstone (1959) attempted to describe attitudes as

"The sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and conflictions about any specific topic". (3)

A number of definitions indicate that a persons behaviour may be an accumulative result of feeling, opinions and emotions which have developed from previous experience. This suggests that if attitudes have factors which are associated with thinking, feeling, and behaving, then they may be aquired in a way similar to skills. Learning these skills may also be affected by a complex pattern of influential factors, however, the acquisition of desirable attitudes may be developed through learning situations designed and implemented through a physical education programme.

In an attempt to study girls perceptions of physical education an examination of their attitudes and interests will be of paramount importance. If the view is taken that attitudes are developed through experience then it may be assumed that data collected from pupils will reflect their experiences of family background, junior school, early experiences of physical activity, peers, the physical education programme and teachers.

In this study, the evaluation and assessment of girls aged between 11 and 14 years of age is essential. Their likes and dislikes in physical education with its various influencing factors will be of paramount importance. In addition the pupils feelings regarding certain aspects of physical education are clearly important, since the liking for an activity, person or event may also depend upon a particular emotional state of mind.

It may be conceived that positive experiences from active participation in physical activity at an early age may form a basis

for pupils' liking for physical education. There seems to be a need for physical educationists to give more attention to the development of positive attitudes within their physical education programmes. Although, it must be accepted that it is very difficult to accurately measure children's attitudes towards the many aspects of physical education it may be argued that attempting to change a young persons attitude for the better is a critical objective in the teaching of physical education.

Reference has been made through previous literature to the importance of promoting desirable attitudes in children towards physical education. In order to clarify what is understood by "attitude towards physical education", Buckland (1965) states that, returns may be acknowledged as

"....a person's feeling or opinion regarding all that takes place in the physical education programme of school, which determines his settled behaviour and manner of acting when required to take part".  
(4)

This study attempted to examine and identify girls perceptions of physical education in a Leicestershire high school. The data was collected from 340 girls aged between 11 and 14 years, over a period of fourteen months. Information was gathered by means of a questionnaire, essays, pupil feedback sheets, formal interviews and informal discussions with the pupils. Extensive field notes and tape transcripts recorded the detailed observations and analyses.



In Chapter 2 a review of the literature relating to young peoples perception of physical education will be examined.

## CHAPTER TWO

### 2.0. INTRODUCTION

In this Chapter the review of literature will be broken down into a number of major sections. These are as follows;

1. Physical education as part of the school curriculum.
2. Physical education and the teacher.
3. Physical education and the pupils (perception of self, parents, friends, home environment).

At the end of the Chapter a summary of the principal findings will be outlined.

### 2.1. REVIEW OF LITERATURE

### 2.2. PHYSICAL EDUCATION AS PART OF THE SCHOOL CURRICULUM

According to Allott (1966) the majority of girls in his investigation rejected the programme of physical education at school and this was reflected in the lack of willingness to participate in physical activity after leaving school. He concluded that over 50% of the girls in his study expressed no desire to continue physical activity learned at school and that the majority of girls were apathetic to any type of physical activity learned whilst at school.

At this time traditional games activities clearly dominated the curriculum and although many of the girls rejected these activities the majority of girls expressed a preference for activities not

offered in the school physical education curriculum (ie. ice skating, judo, dancing, horse riding, canoeing, badminton, cycling).

In a later study Smallridge (1967) found similar conclusions in that girls aged 16 and 17 showed a sharp decline in participation in the traditional team game activities from the final years at school to the post school period. Smallridge stated there was evidence of an increase in post school participation in physical activities which had not been available in school. The author also claimed that the girls had favoured the following activities; badminton, modern dancing, ice skating, swimming, table tennis and tennis.

These findings were similar to Allotts (1966) research in that girls seemed to favour activities which had not been offered in the school physical education programme and that the traditional games activities did not feature in their most popular physical activities. In addition, Abel and Knapp (1967) examined the physical activity interests of 600 school-girls from five schools and discovered comparable results. The authors stated that the activities most liked by the girls in school were lawn tennis and swimming and that the most hated were hockey and gymnastics. Abel and Knapp concluded that the activities favoured by the girls out of school time were swimming, lawn tennis and horse riding.

In a later study Moir (1977) outlined the activities in which the majority of girls chose to participate ie. swimming, walking, badminton, keep fit and modern dance.

It seems evident that the literature written over the past twenty years or so has indicated that many school girls generally have a favourable attitude towards physical education (Martens (1978/79), Splinter et al (1978), Scott (1980), Ikulayo (1983), Butcher (1983), Coe (1984) and Stensaasen (1975). The pupils liking for physical education as a subject appears not to have reflected their choice of participation in physical activity. Previous studies have shown that girls prefer to take part in physical activity which relates to more individualistic physical activities rather than the major team games (Allott (1966), Smallridge (1967), Abel and Knapp (1967), Moir (1977), Bracewell and Alexander-Hall (1983), Thomas (1985)).

In a more recent survey, extensive information has been gathered which relates to female participation in sports, games and physical activities. The General Household Survey (1983) asked girls aged 16 and over about their leisure activities and a total number of 10,306 were questioned. The results concluded that the following activities had the highest percentage rate of participation. The rank order of the top ten activities were as follows;

1. Walking
2. Swimming - indoor
3. Swimming - outdoor
4. Keep fit/Jogging
5. Darts
6. Snooker/Billiards/Pool
7. Cycling
8. Badminton
9. Camping/Caravanning
10. Tennis

Although some of these activities may be included in the school physical education programme, namely, swimming, badminton, tennis, keep fit, there is no indication that many girls are participating in the major team games which are still a major part of many school physical education curriculums today (see Hill 1986).

According to Kane (1974), McIntosh (1974) and Almond (1982), in recent years there has been little change in the content in the physical education curriculum, despite evidence to show that pupils are not participating in traditional game activities on leaving school. Thomas (1985) strengthens this view by stating;-

"It appears that as far as learning leisure skills is concerned, school physical education has not been very successful in shaping the leisure lives of.....women." (5)

The author refers to the group of women taking part in the study and concludes,

"If their experience, or their memory of school physical education is typical of women generally, it is scarcely surprising that 20.1 million women did not take part in 1980." (6)

The authors maintain that there is still a traditional bias towards games teaching in schools and Hendry (1976) adds that it tends to be the pupils who have succeeded in schools' teams who choose team games as an extra curricular activity (Hendry 1976).

If physical educationists wish pupils to leave school with a positive attitude towards physical activity then it is time for those

involved in curriculum planning to review physical education programmes in schools in order to cater for the interests and needs of their pupils. To further the discussion Allott (1966) refers to the opening speech of the physical education teachers conference (London, 1965, by Dr. Lincoln Ralphs) who suggests, that any scheme of physical education may wish;-

"To instill a liking for physical activities and to give some sense of involvement which continues right through life." (7)

In addition, there is evidence that school is an important influence upon the encouragement of leisure interests and post school participation (McIntosh 1974, Boothby, Townsend, Tungatt (1980)).

Previously written literature urged Figley (1985) into examining the determinants of attitudes towards physical education acknowledging the view that one of the aims of the physical education programme is the development of positive attitudes. It was Figley's aim to identify the aspects of the programme which were said to turn the students on to or off physical education. Although few studies have attempted to examine the specific causes of both positive and negative attitudes towards physical education Figley (1985) gave a clear account of the findings of the study. The author's results showed that the curriculum was seen as a firm contributor towards children's attitudes in physical education. The curriculum was classified as follows;-

1. A number of specific physical activities (ie dance, gymnastics, football tennis etc.)

Other than the specific content of the programme:-

2. Single sexed and mixed groups
3. Pupils expectations
4. Assessment/physical education kit
5. Competition/cooperation and patterns of organisation
6. Showers

The above have been described in rank order to show the amount of emphasis the students placed in each category as a reason for expressing negative attitudes towards physical education. These were the reasons that placed the curriculum at the top of a table which showed the determinants of negative attitudes. For example, 61 pupils (35.6%) had chosen the curriculum as the influential factor in determining their negative attitudes towards physical education. In contrast however the curriculum was also placed highly in a table which showed the determinants of positive attitudes. The curriculum was placed second to the teacher as a reason for the influence of positive attitudes and the sub categories of the curriculum were placed in rank order as follows;-

- "1. Specific content 22 Pupils 66.4%,
2. Elective classes 8 pupils 20.5%,
3. Cooperative /competition 3 pupils 7.6%,
4. Grades 2 pupils 5.1%,
4. Organisational patterns 2 pupils 5.1%,
6. Equipment 1 pupil 2.5%." (8)

Figley (1985) goes on to say that variety and choice were two aspects of the curriculum most likely to be associated with positive attitudes. To summarise, the author states that the content of the P.E. curriculum rates first as a determinant of both positive and negative attitudes and shows approximately the same weight in both instances (17.6% and 17.5%).

If attitude is of paramount importance then the influence of the physical education curriculum must be considered and ultimately the predominance of the teachers.

### 2.3. PHYSICAL EDUCATION AND THE TEACHER

Studies have shown that the physical education teacher may have an important influence on pupil's attitudes towards physical education (Mason (1965), Mosston (1966), Cheffers (1972), Mancini et al (1976), Hendry (1978), Ikulayo (1983), Morris (1985), Figley (1985)). The realisation of the teacher's influence on the shaping of pupils' attitudes towards physical education can be seen in earlier studies.

Mason (1965) when referring to the changing of a pupil's attitude from a less desirable to a more desirable one states;-

"....this is largely a matter of the teacher's approach adapted to meet the social and physical conditions in which the new attitude is to be developed." (9)

The author goes on to say;-

"To change a person's value system it is at least necessary that a teacher can, (1) assess the belief structure of the pupil (2) communicate to pupils the values of that which he intends to teach (3) involve the pupil so effectively that the pupil appreciates the relevance of what is being taught and can absorb its values into his own value system in such a way that greater consistency is achieved, obviously it is the teacher rather than what he teaches that is vital." (10)

In a later study Mancini, Cheffers and Zaichkowsky (1976) also support the view that teachers may influence children's attitudes



towards physical education. The author's study specifically relates to the decision making process within the learning situation. The study states that there is an important connection between positive attitudes and improved learning attitudes and that pupils who enjoy a physical education programme are likely to be more willing to learn and more receptive to what is being taught. In addition, the study showed that pupils involved in decision making within the physical education programme, demonstrated more positive attitudes than pupils not involved in decision making. It was therefore, the teaching style and approach which was seen to have an affect on the children.

Mancini et al (1976), refers to Bany and Johnson (1964) who stated that;-

"Greater change in behaviour is produced when students are permitted to participate in decision making rather than when a decision is imposed upon the group by a teacher." (11)

In support of this statement Mancini also refers to Charles (1972) who wrote that,

"...teachers who make all the classroom decisions tend to be quite dominating in class activities, using more talk time and deciding on and directing most of the students learning activities. Students of teachers that share the decision making process with students by being more indirect, by asking more questions, by accepting students responses and by involving students more, usually like school better."  
(12)

It may be argued therefore that teachers who are in favour of the pupils having more involvement with classroom decision making achieve better result and consequently develop more favourable attitudes in

children. The aim of this review is to provide a framework upon which conclusions may be made in the latter section of this study when detailed reference will be made to the findings of the present report.

Mancini et al (1976) concludes that his study supports the use of decision making by the pupils in a classroom process and adds that;-

"One may develop more positive student attitudes towards the programme and the interaction patterns between teacher and students more easily in a cooperative atmosphere rather than a docile environment." (13)

In addition Ikulayo's (1983) research stresses the importance of the personalities of the physical education staff when considering the possible variables which could markedly affect the pupil's attitudes towards physical education.

Morris (1985) refers to the affect of the physical education teacher when he states:-

"As the educational leader in the classroom, the teacher has the greatest responsibility to influence its atmosphere."  
(14)

The author adds that it is important for the teacher to;-

"... explore potential sources of positive and negative attitudes among students",

and that;-

"...a student's favourite activities are often associated with excellent teachers...." (15)

Morris (1985) also stresses that if a teacher's enthusiasm and approach towards a class produces a warm and pleasant atmosphere then pupil's responses are more likely to be favourable and positive.

Figley (1985) who attempted to identify the causes of both negative and positive attitudes towards physical education, found that the teacher had an important influence in this area. It was revealed that the teacher (and the curriculum as previously mentioned) came top in a rank order depicting the causes of positive and negative attitudes. The sub categories of the teacher influencing positive attitudes towards physical education were classified as follows;-

"	<u>Rank</u>	<u>Frequency</u>	<u>Percentage.</u>
	1. Reinforcement	19	36.5
	2. Personal Characteristics	14	26.9
	3. Teaching/helping	10	19.2
	4. Delegating responsibility	6	11.5
	5. Equity/fairness	2	3.8
	6. Sensitivity	1	1.9."
			(16)

The pupils stated that the teacher was the main contributor in influencing negative and positive attitudes towards physical education. Furthermore, the teacher was also stated by the pupils as being the second main factor in influencing negative attitudes towards physical education.

The sub categories of the teacher, influencing negative attitudes towards physical education were as follows;-

"	<u>Rank</u>	<u>Frequency</u>	<u>Percentage</u>
	1. Lack of reinforcement	18	31.6
	2. Personal characteristics	11	19.1
	3. Lack of equity/fairness	9	15.8
	4. Lack of sensitivity	6	10.5

4. Failure to teach/help	6	10.5
4. Incompetence	6	10.5
7. No shared decisions	1	1.8."

(17)

These sub categories indicate a clear analysis of the areas which the pupils felt contributed to their development of positive and negative attitudes towards physical education. Therefore, Figley shows that the influence of the teacher in affecting children's attitudes towards physical education seems to be very important.

To summarise, the literature seems to indicate that the physical education teacher could be one of the most important influences in affecting children's attitudes towards physical education. Although few studies have specifically looked at this area, Figley (1985) in particular contributes to a more detailed analysis of the influence of the P.E. teacher and concludes that it is the teacher reinforcement or lack of reinforcement which ranks highly as a causal factor influencing children's positive and negative attitudes towards physical education.

#### 2.4. PHYSICAL EDUCATION AND THE PUPILS (PERCEPTION OF SELF, PARENTS, HOME ENVIRONMENT)

There is a growing amount of evidence to suggest that social processes are pertinent in the development of children's attitudes towards physical education (Mason (1965), Smallridge (1967), Abel and Knapp (1967), Barker Lunn (1969), Moir (1977), Boothby et al (1980),

Ikulayo (1983), Butcher (1983), Coe (1984), Figley (1985) and Morris (1985)).

According to Mason (1965);-

"Attitudes are never acquired in a social vacuum, they are acquired by a person being a member of a group and by accepting or rejecting the values of that group as a point of reference." (18)

Smallridge (1967) demonstrates Mason's view by stating that he found that young females were more interested in trying to attract boys than participate in sporting activities. Furthermore, the girls were more concerned with their personal looks and image (ie fashions, dieting, appearance). Any interest the girls developed in sport or recreation was thought to be with the aim of meeting boys. Although Smallridges views may not apply in every case, it cannot be denied that girls seem to be greatly influenced by their peers and their individual and group images.

Abel and Knapp (1967) found similar comparisons between girls' attitudes towards physical education and social influences. The authors stated that social factors were of great importance when attempting to examine physical activity interests of secondary school girls and that going out with boyfriends was the most preferred non physical activity.

Moir (1977) studies the aspect of socialisation in greater depth. The author states that a child is affected by all aspects of his/her environment from an early age and that one group of influences are

those from the people surrounding the child (ie those which socialise the child). Moir goes on to say that these people encourage the child how to behave and show the child his/her place in the social world. Through an experience with another person the child discovers how other people see him/her and vice versa. Moir (1977) concludes that:-

"Some people provide friendship, others leadership, others authority and so on, and by assimilating the actions and reactions of such people toward itself, the child can build up a picture or image in its own mind of what other people expect of it." (19)

Boothby et al (1980) refers to another important aspect of the socialisation process in its contribution to the influence of children's attitudes towards physical education. The authors stated that a fundamental influence on children's attitudes towards physical education was their early introduction to physical activity by their parents. Boothby, adds that parents sporting interest (or disinterest) is likely to be relayed to their children and that parental interests may include their own sports activity, their interest in watching or reading about sport, their amount of sporting participation with their children, and their attitudes towards taking part and competing. Boothby, concludes that:-

"The most striking feature of sports participation appears to be the importance of continuity. If there is early participation, the chances of participation in later life are good." (20)

Ikulayo (1983) supports Boothby's findings and adds that parental influence and interest could markedly affect children's attitudes towards physical education.

A more detailed study of girls' socialisation into physical activity was made in the same year by Butcher (1983). Butcher utilised the three components of Kenyon and McPherson's model (1973), personal attributes; socialising agents; and socialisation situations and attempted to examine how and why girls became involved in sport and physical activity. The author's results showed that 5 variables seemed most related to girls' participation in physical activity:-

1. Movement satisfaction (especially satisfaction with sport skills),
2. Parental socialisation influence (and significant others encouragement),
3. Opportunity set (including socio-economic status and amount of sports equipment),
4. Self confident, independent, and assertive self descriptions,
5. Attitudes towards physical activity for asceticism competition." (21)

Butcher (1983) added that physical activities which related to school were associated with the girls' personal attributes rather than social influences. In addition, the author stated that satisfaction and confidence in the girl's own skill and ability and in her general personality seemed to be important for the competitive nature of the school related activities (ie inter-school teams and intra mural activities). In contrast however, Butcher (1983) found that the community organised activities were affected more by parental and socio economic influences. The study showed that these activities needed equipment, fees and transportation to the event, requiring the parents to have the time, money and belief that the activities were worthwhile. Money and transport would not be a restricting factor for the school related activities, therefore, making these activities more accessible to all pupils. It seemed that parental support and high

socio-economic status were important for community organised activities but not for the school related activities. Butcher's study showed evidence of girls with a lower social class taking more advantage of the free physical activity programmes offered by the schools.

To summarise, Butcher (1983) outlines the influences and components which were important to the girls' participation in two types of activities;-

"For competitive inter-school teams and intra mural activities, certain personal attributes (movement satisfaction and self confident, independent, and assertive self descriptions) were most important. For community organised activities, socialising agents and socialisation situations (socio-economic status) were most influential, while for the total activities participated in, socialisation situations (amount of sports equipment) were crucial." (22)

It may be noted here that Butcher's study found that situational factors were more important than personal attributes in the participation of recreational activities. Although no specific details were given regarding the influence of the teacher or friends in the report, the author does mention that a variable described as "significant others" gave some encouragement to the younger girls rather than the older girls. It would seem that the influence of the "others" (ie teacher, friends etc) diminishes as the girls get older. However, Butcher (1983) concluded that more research was needed in order to clarify these areas of significance.



To summarise Butcher's findings, the study showed that there was an important relationship between a young girl's socialisation experience and her involvement and consequent attitude in physical activity. Therefore these significant areas must be taken into consideration and utilised in the formation of a framework of understanding.

In a later study Coe (1984) also acknowledges the importance of family interest and local opportunity in influencing children's attitudes towards physical education. However, the author is more involved with the examination of young people's interest, perceptions and general attitude towards physical education and does not deal with influences on children's attitudes towards physical education in great depth.

To summarise Coe's findings, it may be useful to note that the study showed that boys seemed to be more concerned with skill and performance in their reasons for wishing to play for a school team whereas the girls had mainly social reasons. In addition 75% of the sample children participated in physical activity out of school. It was noted that many of the activities did not relate to the children's own school programme. Also more boys than girls participated in physical activities in their spare time and the only popular team sport to be supported was football (participated in only by boys).

This study aimed at encouraging teachers to adapt or modify their P.E. programmes in order to cater for the needs and interests of their pupils.

In a more recent study Figley (1985) devotes more consideration to the area of specific influences on children's attitudes towards physical education. The author states that only a few positive attitudes gained by the children were obtained through peer behaviour and that these few were associated with the pupil's concern for compelling one another to score or perform well in a team situation.

In contrast, the report showed that many pupils felt rejected through experiences where they had been chosen last by their friends for a team game. In addition, many pupils felt rejected when they had been involved in a situation where they had been ridiculed or teased. Figley (1985) discovered that the indignation arose most often when the pupil had not shown good ability (ie motor skill) during a game situation that resulted in the team's consequent loss of the game. It was apparent that young people were more likely to blame, criticise and fall out with each other than they were to praise or encourage one another for a good performance.

When examining the influence of the pupils' own self perception Figley (1985) made some useful observations. Some of the students in the study had stated that they loved physical education because they had always been good at it or had been brought up with a sporting family. However these factors do not seem to relate to the classroom experience. The relationship between these factors and the pupils' self perception seemed to have developed from successful participation in an activity. The author adds that pupils may describe themselves as successful if they have won or defeated someone else in a competitive situation, or had shown to be outstanding in a team event.

In contrast, Figley (1985) showed that negative attitudes may develop through a pupil's lack of confidence or thinking that they are incompetent at physical activity. Furthermore, the pupils did not blame anyone for their lack of ability. They put it down to reasons which implied that they had never been any good and that it was accepted that nothing could be done to make them good at physical activity.

To summarise Figley states that:-

"The perceptions of self as successful is obviously a plus for positive attitudes; however, participating in activities in which one does not stand out as incompetent may provide the student with a sense of success due to the absence of failure." (23)

In an earlier study Barker-Lunn (1969) had a similar view to Figley in that the author values the necessity to evaluate children's perceptions of themselves as an important influence on their attitudes towards schoolwork in general. Barker-Lunn (1969) suggested that girls had a poorer self image than the boys and acknowledged that Sears (1963) had found the same in his study. The author adds that self image showed to rely upon the child's relationship with the teacher and that if the pupil had a good self image the pupils also tended not to be anxious. Barker-Lunn concludes that:-

"Those whom the teacher rated as pleasurable tended to be those with a good self image and similarly also those who she rated high on ability. The child's relative ability seemed to be an important factor for self image...." (24)

Y

Morris (1985) acknowledges the need for a greater understanding of children's attitudes towards physical education with a view to helping teachers understand their pupils' likes and dislikes and how they feel about themselves in a physically active situation.

The author adds that many students may seem to have favourable feelings about certain activities, however, the pupils are not necessarily confident or at ease when actually taking part in those activities. Furthermore, many children are not confident about themselves in a social situation and when performing in front of a group of other children they may feel inhibited, thus appearing not to enjoy the particular activity.

Morris suggests that it may be important to examine children's feeling about themselves in an active situation in order to establish whether their self perceptions affect their attitudes towards physical education.

According to Morris, feelings of competence, social skill and social behaviour are all important factors of participation and adds:

"Empathy, understanding racial and sex'role stereotypes, willingness to share and to take turns, acceptance of suggestions and criticism from peers and confidence in various group situations, all contribute to successful interaction with classmates and indicate an ability to participate in settings where other participants also are involved." (25)

An extension of the author's concern for an understanding of children's self perception was to further the examination of

psychosocial factors that influence participation. Morris (1985) emphasises the importance of attending to these factors, which in turn would create an affect on how the teacher prepares instruction, produces materials and resources and designs activities. The author adds that negative conditions for participation may develop if these factors are not examined carefully.

To summarise Morris' psycho social factors, in order to provide a framework for evaluation by the teacher with an aim to increase pupil participation in physical activity, the following factors may be observed; -

"There are three critical periods in any learning episode...associated with each of these critical periods are two general factors that can be used by the teacher....

1. BEGINNING, attitude (the student's feelings about learning environment, teacher, subject matter and self) and need (the basic requirements of the student at the time of an activity)
2. DURING, stimulation (the sensations that affect the student via the learning experience) and affect (the emotional experience of the student while in the learning environment)
3. ENDING, competence (the skill and knowledge that result from an activity) and reinforcement (the reward attached to the learning experience for the student)."

(26)

Morris (1985) clearly identifies the need for assessing the pupils' participation in physical activity and stresses that when pupils are actively participating in physical activity, communication develops, discipline problems lessen, anxiety decreases, and teaching is enjoyable. Furthermore, when pupils oppose participation, communication is poor, discipline problems increase anxiety increases and teaching is a burden. It seems evident therefore, that a pupil's

enthusiastic involvement in physical activity may increase positive attitudes towards the activity and consequently, increase the pupil's desire for continued learning.

Coe (1984) attempted to gain more information on children's interpretation of physical education. Open ended and closed questions in the questionnaire were issued to 56 children from top classes of two different middle schools.

Coe stated that physical education had a restricted meaning for most children and that many pupils saw physical education as meaning gymnastics type activities rather than sports and sport related activities. Coe concluded that this can only be that children see physical education and games and sports as different activities and that much previous research into children's attitudes towards physical education may be seen as relating to only a restricted set of activities.

Morris (1985) in his book "Physical Education from Intent to Action" devotes a chapter on assessing students' participation. He implies that due to the varying views about measurement in many aspects of participation in physical activity no single assessment method is likely to prove totally reliable. Morris suggests that researchers should adopt a method of assessment which would be most suited to dealing with the kind of information required for the study. In evaluating children's participation in physical activity he proposes that the researchers own instruments may be more useful and reliable than using standardised instruments.

## 2.5. SUMMARY

To summarise, the review of literature indicates that there are pertinent areas in the study of childrens attitudes towards physical education. The areas of the physical education curriculum, the teacher and pupils perceptions of themselves and others will be major considerations. The next chapter aims to clarify the methods and procedures used throughout the study. An examination of previous literature which portrays the methods and procedures utilized in a number of earlier studies will also be made.

## CHAPTER THREE

### 3.0. METHODOLOGY AND PROCEDURES

#### 3.1. INTRODUCTION

The literature viewed may be seen as a basis for thought and a framework of understanding in the area of field research techniques. The contribution made by all the following authors has influenced the way in which researchers today approach the task of attempting to assess the attitudes of school children in a valid and reliable manner.

An attempt has been made to clarify the areas which are pertinent to the studies which have been recognised as being important influences on childrens attitudes towards physical education, as follows:-

1. The physical education curriculum (the school environment, atmosphere, facilities, equipment, activities, organisational procedures)
2. The teacher (personality, methods and approaches towards teaching, attitudes, perceptions of the pupils)
3. The pupils (self perceptions, needs and interests, attitudes, fears and aspirations, parental background and influence, (their attitudes, perceptions of physical education). Friends attitudes towards physical education, relationship with peers/class, social settings, social influences)

Previous literature indicates therefore, that there is a need to consider all these areas when attempting to examine children's attitudes towards physical education.



This chapter aims to clarify the methods and procedures used throughout the study and makes reference to the literature which provides an invaluable background knowledge to previously utilized methods of data collection.

### 3.1.1. REVIEW OF LITERATURE

A number of instruments for measuring children's participation in physical activity have been made and an observation of the literature written regarding the analysis and development of such instruments is essential to the study.

In an early study Wear (1950) attempted to develop an instrument for assessing individual and group attitudes towards physical activity. Vigorous effort was made to ensure the validity of the study and Wear avoided the prepared statements associated with Thurstone's (1959) scales. He used Likert's (1932) method of approach which consisted of five responses to forty revised statements, from strongly agree to strongly disagree.

Wear's research aimed to determine the attitudes of college men towards physical activity and the results of the study proved that the statements Wear used showed:

"a high reliability factor; to be suitable for use in the examination of women's attitudes towards physical activity; useful in evaluating changes in attitude towards physical activity and finally, useful in determining the attitudes of high school pupils".  
(27)

It is suggested by Wear that because of the importance of attitudes and their changes, there should be a wider use of objective evaluation methods, for example, for specific types of activity; competitive and non-competitive, and individual and team activities.

In comparison, Kenyon's (1968) later work, attempted to develop attitude scales which represented each of the dimensions of a "multi-dimensional model" for characterising physical activity.

Kenyon saw the need for a more representational method of assessing attitudes and he makes reference to his understanding that attitude is held to be:-

"... a latent and non-observable complex, but a relatively stable behaviour disposition reflecting both the direction and intensity of feeling towards a particular object, whether it be concrete or abstract." (28)

Consequently Kenyon believes that if attitudes are seen as a "latent variable" it cannot be observed directly. Furthermore, Kenyon attempts to describe ways to construct relatively independent scales for determining attitudes towards physical activity by attempting to construct a model, characterising physical activity. Kenyon assumed components (ie a set of all physical activities can be reduced to relevant sub divisions). The author then goes on to describe the six dimensions of his model:-

- "...1. Social experience (ie meeting with friends)
2. Health and fitness (promotion of health and fitness)
3. The pursuit of vertigo (thrill and daring/risk aspect)
4. An aesthetic experience (grace and beauty aspect)
5. Catharsis (release from tension)

6. Ascetic experience (notion of enjoying long/hard training period)...." (29)

With the above six dimensions of physical activity in mind research development with male and female college students was carried out. Kenyon concluded from his work that the attitude scales developed were moderately reliable with the exception of physical activity as "catharsis".

Later research undertaken by Simon and Smoll (1974) used Kenyon's scale but with substantial changes in the wording. The authors also used the same working definition as Kenyon and believed that attitudes could not be seen and were therefore non-observable.

Simon and Smoll's scheme was to construct an instrument for assessing attitudes relating to elementary school children's attitudes towards physical activities, (here it may be noted that research in this area, is now moving towards assessing the attitudes of school children). Instructions used by the authors were kept simple, clear and constructive to take into account the differing reading abilities of the school children. Simon and Smoll tested 992 male and female children from five elementary schools and the result was that the "updated" multi-dimensional approach to testing had been a valid test for children of the fourth to sixth grade.

In a later study Hendry (1978) aims to look more closely at the factors influencing adolescent behaviour and their implications towards the assessment of young people's attitude towards physical education. Hendry quotes Stafferri (1967) who states that:-

"... reactions to and expectations of body type become incorporated into the recipient's own body concept and thus provide a framework for his body concept, which becomes a significant part of the total self-concept." (30)

Hendry acknowledges the importance of self esteem and body image, when relating the assessment of children's attitudes towards physical education. Although Hendry refers to Kenyon's work regarding the six dimensions of categorisation in physical activity, Hendry aims to further the understanding on, how children are affected by their attitude towards physical education. Hendry looks at the teacher approach and whether this affects children's attitudes towards physical education. With teacher approach in mind, Hendry questions whether physical education is catering for all pupils or only a few. For example, he refers to competitive pupils who achieve a high level of skill and performance as being part of an élite group, who will gain recognition as part of a school team or as a group of socially admired desirables.

The author also examines the question of whether or not physical education restricts the development of some participants in the sense that success is seen as being important in physical education and that certain pupils with a particular type of physique or personality tend to achieve "more status".

Hendry states that the teaching of physical education is often competitively orientated and elitist and therefore a conflict in aims arises. In comparison with examination success in schools the author identifies with the thinking that P.E. teachers may be pressurised

into producing winning teams and that physical education staff may be given status depending on their sporting successes (trophies, cups, medals won etc.) Hendry, emphasises that physical education for all ends up as physical education for the few.

The author then looks at participation and non-participation and its relation to a child's physique and personality. He acknowledges the importance of self esteem and body esteem and tries to relate this area to children's attitudes towards physical education. Hendry points out that success and favourable attitudes in physical education may be linked with body image. For example, pupils who are more able in physical education may achieve a higher image of their self esteem. In adolescence, children are extremely sensitive about what they look like in terms of physique not only to themselves but to their friends and teachers. Hendry goes on to say that a good body physique may be perceived as someone being good at sport therefore, successful in this area. With girls this may have the opposite affect but on the whole girls who are good at sport tend to gain recognition and admiration and therefore, a higher self esteem as with the boys.

Hendry also makes an important reference to the theory that pupils who achieve in physical education may want to further their experience in extra curricula activities as they enjoy the admiration and recognition of friends, teachers and parents. In other words children may want to participate in physical education for sociable reasons. He then makes a reference to the views of pupils from differing socio-economic backgrounds.

Hendry is concerned that children from middle class backgrounds are more aware of sporting leisure opportunities and that they are aware of the importance of participation through parental encouragement. In contrast, the author stresses that children from "working class" backgrounds are less aware of the opportunities of physical education through a lack of parental encouragement.

In looking at the social and personal factors influencing young people's involvement in physical activity, one area stood out. It was significant that individual pupils' experiences in school regarding his or her sporting background was likely to influence their leisure pursuits after leaving school.

Hendry concludes that certain factors must be taken into consideration when attempting to assess children's attitudes towards physical education and he lists them as; the physical education programme in schools; how personal and social influences are important in determining attitudes and finally, the effects of parents and social background in influencing children's attitudes towards physical education.

In a more recent study Williams and Coldicott (1982) attempted to investigate the relationship between self esteem and body esteem and their influence towards changes in attitudes. The authors also make reference to Kenyon's (1968) multi-dimensional model for assessing the attitudes of New Zealand secondary pupils and in their study Williams and Coldicott used a test sample of 194 children from four different schools, including third to fifth grade pupils.

Williams and Coldicott's results were in contrast to Kenyon's findings in that there was no strong evidence for any differential effects according to age in children's attitudes towards physical activity. In addition, the authors found that female secondary pupils attached greater importance to the "grace and beauty" (aesthetic) aspects of their experience and that their attitudes were influenced by their understanding of the importance of health, fitness and social experience. Also self esteem and body esteem were regarded as an influence of sex and that male pupils had more positive attitudes than females. In conclusion, many of the findings resulting from Williams and Coldicott's work (1982) were similar to those of Kenyon (1968).

One year later, Williams and Nelson (1983) reported on the history of the investigation of children's attitudes towards physical education from 1933 onwards. The authors state that attitudes towards physical education are generally favourable and that investigations have shown that the attitudes of pupils towards physical education has been affected by the relationship of attitudes to age, sex and aspects of school type. Williams and Nelson criticise previous studies for not differentiating between attitudes towards extra curricular and instructional activities (ie lessons). They refer to Kenyon's (1968) work as having an important influence on the assessment of children's attitudes towards physical education and suggest that Wear's (1951) attitude testing was thoroughly designed. The authors outline the difficulties in researching attitudes towards physical education and they believe, there is a neglect of psychological literature and refer to Albinson's (1976) three components of attitude; feelings beliefs and knowledge as having an important consideration when attempting to

assess attitudes towards physical education. Williams and Nelson also stress the importance of the theory that a persons feelings about physical education (effective component) is reflected in what they do (behavioural component) and criticise that much research has excluded behavioural involvement.

It may be summarised from the reviewed literature, that there seems to be three important stages in the development and attempts to define and measure attitudes of pupils towards physical activity.

Firstly, Wear (1951), Kenyon (1968) and Simon (1974) looked at ways in which attitudes could be determined through the development of a number of instruments. Wear utilised Likert's attitude scale and attempted to validate the statements used for the purpose of assessing college men. Kenyon (1967) developed the attitude scales in the form of a "multi-dimensional" model, for use amongst male and female college students and this has proved to be an important step in the analysis and characterisation of physical activity. Simon (1974) expanded the validity of Kenyon's categorisation and used the model with substantial word changes. He also begins to relate his work to the assessment of children's attitudes towards physical activity.

These three authors therefore, made a substantial contribution to the development of instruments used in order to validate and assess the attitudes of college students and children towards physical activity.



In the second stage of development, Hendry (1978) expanded upon previous theories and general observations and moved towards an understanding of the influencing factors affecting school children's behaviour, their social backgrounds, self and body images, physical education, the teachers influences and their affect on children's attitudes towards physical education.

Finally, Williams (1982) updated Hendry's research and stresses the importance of "behavioural aspects" when assessing children's attitudes towards physical education. He developed more of an understanding towards self image and body image and their importance in affecting attitudes towards physical education.

### 3.2. BACKGROUND TO THE STUDY

#### 3.2.1. THE SCHOOL

The Leicestershire High School used in this study is an eleven to fourteen mixed comprehensive school, situated eleven miles from the City of Leicester and two miles from the nearest town. The school may be described as a rural village school serving an area which comprises mainly of well maintained detached and semi-detached houses, post war and modern, a small council house area and old cottages and terraced houses in the village. Four main contributory schools feed the school used in the study, which for the academic year 1985/86 totalled seven hundred pupils on role. The community may be described as predominantly middle and upper middle class, although a small

percentage of pupils associated with a lower socio-economic background.

The physical education department comprised three full time specialist teachers (two male and one female) and five part-time physical education teachers.

During the spring term (Jan/March) a female student teacher from a nearby University assisted in the teaching as preparation for her post graduate certificate in education studies.

Generally the school had good facilities for teaching physical education. The facilities comprised of large playing fields, six tennis courts, (four netball courts) school Swedish - style gymnasium, and a school assembly/dining hall.

The boys' physical education programme consisted mainly of traditional games activities (ie rugby, soccer, circuit training, cricket, cross country, swimming (first years), athletics (four weeks) although hockey, basketball and some gymnastics have recently been introduced.

The girls' physical education programme had recently extended its curriculum to not only include the traditional games activities (ie hockey, netball, tennis, rounders) the creative educational type indoor activities (ie modern educational gymnastics, modern educational dance), swimming (first years only but also third year pupils as part of a leisure centre option course), athletics, cross

country, but also basketball, volleyball, creative games making activities, soccer and mixed dance and gymnastics.

Overall the pupils were offered a wide range of activities according to timetabling procedures, staffing and facilities.

It may be noted that in the third year the pupils could opt to participate in a leisure centre programme. Once a week for one and a half hours the pupils would be transported to the local leisure centre to participate in the following activities; indoor hockey, soccer, volleyball, squash, badminton, table tennis, swimming, trampolining, weight training and aerobics. It must also be noted that many in the third year option group had the opportunity to take part in mainly mixed activities, which in the normal physical education programme had been restricted to a few activities (ie swimming; athletics (third year)).

Traditionally, the school had a good reputation for team successes and this reflected the number of extra curricular activities which were offered to the children. All the members of the physical education department gave up their lunchtimes, after school hours and Saturday mornings to run hockey, netball, rugby, soccer, gymnastics, dance, basketball, cross country, cricket, athletics, tennis and rounders, clubs and teams. (NB. It must also be noted that the teachers' pay dispute withdrawal of goodwill did not affect this particular school apart from the restriction of fixtures against other schools as the PE department were unanimous in their decision not to stop extra curricular activities).

To summarise, it may also be noted that the P.E. department had a seemingly strong commitment to the teaching of their subject and their enthusiasm and dedication may have affected their pupils directly or indirectly. The girls dislike for supply teachers who for a year struggled to maintain good relationships with their particular groups also became evident.

All first, second and third year pupils were given two seventy minute lessons of single sexed physical education per week. (NB. The third year girls could opt for an extra one and a half hours per week at the local leisure centre for an eighteen week block).

The average size for a first year group was twenty five, a second year group twenty eight and the third year group thirty five. This variation in group size was due to the effect of a falling role situation at the school (NB back in 1983 the average group size for all years was approximately between thirty five/thirty eight pupils).

### 3.2.2. THE SAMPLE

All the girls in the school, 314 in total, took part in the study. On the days the main questionnaire was issued there were a number of absentees (20 pupils), however, a record was kept and this enabled the researcher to involve these girls in the informal interviews.

In addition, the sample of girls, included pupils with special educational needs through reasons associated with, low intellectual ability, medical disabilities, (partially sighted, hard of hearing and

limb deformations), high intellectual ability, and pupils with personal and social problems.

All the girls were aged between eleven and fourteen years of age. This particular age group was chosen firstly for practical reasons of access to the school and secondly there seemed to be a lack of research specifically related to the eleven to fourteen age group (first, second and third year pupils). Finally, it is a period when many girls go through adolescent puberty with its related physical, emotional and social variations.

### 3.2.3. DATA COLLECTION

In order to gain a successful analysis of girls' perceptions of physical education a number of methods were used to collect data from the pupils. These included a questionnaire, essays, pupils' feedback sheets, interviews, photographs, field notes on the discussions and observations made through the study. The principal method was through a questionnaire, as it was felt this was likely to be more effective than many other approaches such as numerous interviews, discussions and observations. For practical reasons the questionnaire was deemed to be necessary for a successful analysis.

Careful consideration was then made to the area of question design and specifications. The main aim of collecting data was to find out the pupils' views and opinions on physical education. More specifically, information relating to pertinent areas associated with

the possible influences over the childrens attitudes towards physical education was sought.

### 3.3. THE DESIGN OF THE QUESTIONNAIRE

Once the areas of information required had been identified an attempt was made to design the questions and statements pertinent to the research data. A literature study was made in order to suggest certain important areas relating to the design of the questions.

Abel and Knapp (1967) used a questionnaire in their research into "Physical activity interests of secondary schoolgirls."

They asked 29 children of varying ages at one comprehensive school to see, firstly, whether the questions had been expressed clearly, secondly, that the questions could be understood by children of all age and intelligence ranges at the school to be used in the study and, finally, to see if the questionnaire could be completed in one school period.

Two forms of the questionnaires were drawn up each had the same questions but the order of the questions were changed to see if this would bias the results. Conclusions from the piloting stated that no bias was recorded, however, it was deemed necessary to change the wording of some of the questions.

For the purpose of this study Wear's (1950) attempt to develop an instrument for assessing individual (and group) attitudes towards

physical education through the use of the Likert method of approach, influenced the design of the questionnaire used in the study. However, the five responses used from strongly agree to strongly disagree was adapted to a three response instrument utilising the "smiley faces" as symbols to represent the child's feelings:-

1. A picture of a smiley face 😊 (happy about the statement).
2. A picture of a neutral face 😐 (neutral about the statement).
3. A smiley face which is looking unhappy ☹️ (unhappy about the statement).

### 3.3.1. SECTION ONE

The statements used in the first section of the questionnaire were constructed and influenced by the pertinent literature previously referred to and used the following authors' work as a framework in the design of many statements and questions;-

1. Wear's (1950) emphasis on objective evaluation for specific types of activity, competitive and non-competitive activities and individual and team activities.
2. Kenyon's (1968) assumption that "physical activity" can be reduced to a set of relevant sub divisions, the divisions of "social experience" and "health and fitness" being the most pertinent areas to the study.
3. Simon and Smoll's (1974) emphasis that instructions for their questionnaire should be kept simple, clear and constructive to take into account the differing reading

abilities of the school children.

4. Hendry's (1978) acknowledgement of the importance of self esteem and body image when relating the assessment of children's attitudes towards physical education. In addition, Hendry emphasised the importance of furthering an understanding of "how children are affected by their attitude towards physical education".

Hendry also stresses the effect of, teacher approach, competition, levels of skill and performance, the éliteness of school team recognition, and success in physical education on children's attitudes towards physical education. The author concluded that certain essential factors must be observed when attempting to assess children's attitudes towards physical education;-

- a) The physical education programme in schools
  - b) How personal and social influences are important in determining attitudes
  - c) The affects of parents and social background in influencing children's attitudes towards physical education.
5. Williams and Coldicott's (1982) results contrasted Kenyon's findings and stressed that there was no strong evidence for any differential affects according to age in children's attitudes towards physical education.
  6. Williams and Nelson (1983) stated that attitudes of pupils towards physical education has been affected by the relationship of attitudes to age, sex and aspects of



school type. They criticised previous studies for not differentiating between attitudes towards extra curricula and instructional activities (ie lessons).

Williams and Nelson finally concluded that there is a neglect of psychological literature and refer to Albinson's (1976) three components of attitude; feelings; beliefs; and knowledge as having importance when attempting to assess pupils attitudes towards physical education.

### 3.3.2. SECTION TWO

In Section Two both open ended and structured questions were used, as most of the information required for the study could be acquired from this method. One advantage of offering the respondent a more open type of question was to put the child at ease and give more opportunity to express their own feelings and opinions. It was hoped that much additional information might be offered in this section.

### 3.3.3. SECTION THREE

In Section Three more factual information was gained by using simple, Yes/Not Sure/No, questions. It must be emphasised, that the questions were designed so as not to be ambiguous or unclear in any way.

#### 3.3.4. SECTION FOUR

In Section Four the respondents were asked to circle words or statements which best described themselves to see whether self perception influenced their attitudes towards physical education.

#### 3.4. SUMMARY OF THE MODEL USED IN THE CONSTRUCTION OF THE QUESTIONNAIRE

To summarise the framework of thought used in constructing the questionnaire the following main areas would be analysed in an endeavour to determine how girls feel about physical education.

##### 3.4.1. A) The Physical Education Curriculum

Physical education offered in the programme

The environment in which the activities took place

The physical education kit

The social experience (individual, group and mixed)

The personal experience (success and failure; ability; achievement) showers

Competitive situations

The teaching approach and organisation

Did the pupils see physical education as an important subject?

What changes did the pupils want to see?

Which new physical activities did the pupils want to learn?

The pupils' favourite activities/least favourite activities

The pupils' likes and dislikes of the lesson

The pupils' reasons for thinking why they did physical education in school.

3.4.2. B) The Extra-Curricular Activities

Pupils' participation in extra-curricular activities

The activities offered (opportunities at school, local amenities)

The most popular activities participated in School teams/clubs

Social experience (relationship between pupils and closest friends participating in physical activities)

Personal experience (success, encouragement, admiration)

3.4.3. C) Previous Experience and Knowledge Gained

Participation in physical activities at junior school

Liking and disliking physical education at junior school

Did pupils enjoy physical education in the previous year at school?

#### 3.4.4. D) Parental Influence

Parents participation in physical activity

Parents previous experience of physical education at school

The most popular physical activity participated in by the pupils' parents

Did parents encourage their children in school in physical education?

Did parents encourage their children to do physical activities in their spare time?

#### 3.4.5. E) Teacher Influence

How did the pupils think they "got on" with their physical education teacher?

How did the pupils think they "got on" with other physical education teachers?

Did the pupils think that generally physical education teachers;

a) made the lessons enjoyable/not enjoyable?

b) encouraged/discouraged pupils?

c) were fair/strict?

d) were unfit/unhealthy?

e) were friendly/not friendly (compared with other subject teachers)?

f) made lessons boring/interesting?

g) were understanding/not understanding?

h) were good fun/not good fun?

i) were boring/ interesting people?

j) talked to much/did not talk much?

#### 3.4.6. F) General Considerations

Would pupils continue to participate in physical activity after they had left school?

How did pupils describe themselves (ie. what was their perception of themselves?)

Did the pupils self perception influence their attitudes towards physical education?

Once a framework had been carefully constructed and specific areas of the questionnaire defined the designing of each question could now take place. When the questions were initially formulated great care was taken to achieve the aims of the questionnaire without making the questions; too difficult to understand; too long to complete; uninteresting; irrelevant; too complex; too elaborate; too suggestive and too formal. ✓

#### 3.5. QUESTIONNAIRE DESIGN NUMBER ONE

In an attempt to detect any potentially "unreliable" questions a number of constructive questionnaires were piloted by the children. The first questionnaire was administered personally to twenty pupils.

The pupils were asked to take part in answering the questionnaire with a view to;-

- a) Time, how long it took each pupil to complete the question
- b) To leave out any questions that were difficult to answer
- c) To indicate any question that was not clear to understand
- d) To answer the questions as truthfully as possible.

The sample included a random sample of twenty girls. Some were keen to participate and some were not so keen to contribute to the piloting of the questionnaire.

### 3.6. THE FIRST QUESTIONNAIRE

The first questionnaire was issued between October and November 1985 (see Appendix 1). The following evaluation procedure took place;

The Aim of the Piloting was to;

- a) Evaluate the instructions, questions and responses
- b) Observe and question pupils regarding the questionnaire
- c) Time each question, to identify any questions which seemed difficult to answer
- d) Time the completion of the whole questionnaire, for later distribution and administrative procedures
- e) Attempt to assess the VALIDITY of each question (is each question relaying an important response?)

f) Attempt to assess the RELIABILITY of each question (to ensure that each question would achieve the same/or nearly the same reply). Some basic information was re-checked on the school record cards for these purposes.

The pupils were questioned personally to see how far their replies to the questions matched up with their replies at the informal interview. After completing the questionnaires the pupils enthusiastically responded to the request to criticise any questions or instructions that had been difficult to understand, uninteresting to complete or time consuming.

Many of the pupils gave constructive opinions regarding the overview of the questionnaire. The pupils themselves began to "re-word" some of the questions, gave suggestions as to how to keep the respondents attention and interest, how to cut down the length of the questions, to miss out the questions which had been vague and seemingly unconstructive, and to leave out the questions that were not easy to follow.

### 3.6.1. SUMMARY OF THE DATA COLLECTED FROM PILOTING THE FIRST QUESTIONNAIRE

To summarise the results of piloting the first questionnaire, the following changes were made;-

1. The instructions to pupils both verbally and written were made clearer.

2. Words like "perspective" were left out as there was understandably some misinterpretation of the word amongst the less able pupils.
3. With the pupils' help many questions were re-worded, to become simpler to understand/or not too suggestive.
4. The questions which lost the pupils attention were altered or removed.
5. The questions which took too long to complete were removed.
6. The questions which did not seem "valid" were removed.

### 3.6.2. THE SECOND QUESTIONNAIRE

The second questionnaire (see Appendix 2) was issued to the same twenty pupils four weeks later between November and December 1985. The sample of mixed ability girls seemed willing to complete the second questionnaire and it was made clear to the pupils that changes to the questionnaire came about due to their recommendations.

An atmosphere of team work now prevailed and the girls were even more stringent than the previous piloting. More informal discussions took place with the group as a whole and on an individual basis. (It must be noted that the less-able children were now beginning to make extremely useful observations and they became more confident in expressing their views.)

The second questionnaire attempted to explore the possibility of gaining different views and opinions from two extremities. (ie. the



pupils who liked physical education and the pupils who did not like physical education). The aim was to extract as much information as possible from the two contrasting sets of pupils, it having been assumed in the first instance that different pupils would see physical education in different ways. (ie from a positive and negative viewpoint).

It was quickly discovered however, that many pupils felt pressurised into making a profound decision by opting to answer either the; -

- a) circled questions (I do not like physical education because....), or the
- b) circled questions (I like physical education because.....)

In the previous piloting children had expressed a real desire to give their opinions of the teacher who taught them as they felt that the teacher played an important part in determining their attitudes towards certain aspects of physical education. Therefore, a section was installed in an attempt to discover more information regarding the children's attitudes towards the physical education teacher.

Once again the pupils gave constructive ideas as to the type of statements this section might require. Many pupils felt enthusiastic at the decision to include a question regarding the physical education teacher as it was felt that in normal circumstances many pupils cannot give their true opinions about how they feel regarding their physical

education teachers. It was agreed however, that it would be wrong to mention the name of the physical education teacher and so the statements were carefully constructed to adhere to this.

It was also expressed by the pupils that friends also influenced their opinions on certain aspects of physical education and that it was difficult but important to gain an understanding as to how their friends affected their attitudes towards physical education. Therefore, an attempt was made to design statements with the pupils' help with a view to attempting to find out if friends did actually influence each other as to their feeling and beliefs regarding physical education.

### 3.6.3. SUMMARY OF THE DATA COLLECTED FROM PILOTING THE SECOND QUESTIONNAIRE

The re-designed questionnaire was issued and completed by the sample group of twenty girls and the following results were summarised.

1. The questions which implied that there were two types of respondents were removed (ie. those with negative feeling about physical education and those with positive feeling regarding physical education).
2. The order of the three smiling faces were to be changed to see if this influenced the respondents in any way.
3. The questions which were too similar were removed.
4. The questions which were too long were altered.

5. Any questions which were ambiguous were re-designed.
6. Any questions which were "suggestive" were changed.
7. The questions or statements that were too long to complete were re-designed.

To summarise the findings of the piloting on the second questionnaire, it was evident that the areas of content needed for the questionnaire were becoming more defined. However, the presentation of the questionnaire was still difficult to understand and although the pupils enjoyed ticking the "smiley faces" the questionnaire lost the attention of the children quite quickly.

#### 3.6.4. THE THIRD QUESTIONNAIRE

The third questionnaire (see Appendix 3) was issued to the same sample of pupils made up of twenty girls all of mixed ability. The piloting of the third questionnaire occurred in December 1985 and the pupils each timed how long it would take them to complete the questionnaire for future planning. The re-designed questionnaire was completed by the sample of pupils and the following changes may be noted; -

1. The instructions at the beginning of the questionnaire altered to include;  
The year of the pupil  
The age of the pupil

The sex of the pupil

The pupil's previous junior school.

The girls were also encouraged to answer all the questions carefully. NB. It must be noted that the girls were not asked to write their names on the questionnaire. This was to ensure that the pupils felt confident that their views and opinions would be confidential and anonymous.

2. The questionnaire was constructed into four sections in order to give a different type of question for each section. The aim was to attempt to keep the respondent's interest in completing the questionnaire by varying the type of question statements used in the paper.
3. The questionnaire was now designed to allow all pupils to answer every question and not to pre-assume different pupils had different views regarding their attitudes towards physical education as was indicated in the last questionnaire (questionnaire No. 2).
4. The first section included the "Likert" type of response to the questions in the form of three smiley faces. However the order in which the faces were presented was changed in order to see whether this would influence the respondents in any way. The words to the instructions were also altered and simplified and the faces took this order, a picture of an unhappy face, next to it a picture

of a neutral face and next to it a picture of a happy face.

5. A few of the questions were re-worded and simplified in Section 1 to give a clearer understanding to the pupils completing the question.
6. In Section 2 the instructions to the pupils were clear and precise. It was in this section that open-ended questions were used in order to gain more information from the pupils.
7. In Section 3 the style of the questions turned to a yes/no type of reply. The questions were more structured in order to gain pertinent information required for study.
8. In Section 4 a number of statements were designed with the help of the sample of girls and the scale used was limited to "agree or disagree" to the written statements.

#### 3.6.5. SUMMARY OF THE DATA COLLECTED FROM PILOTING THE THIRD QUESTIONNAIRE

In order to summarise the observations made by the girls the following conclusions may be made; -

- a) The questions were becoming more relevant and more interesting
- b) The variety of questions kept the pupils interest
- c) The questions and statements were easier to interpret and understand
- d) The questionnaire took 25 minutes to complete
- e) The pupils pointed out that the replies to the questions and statements in sections three and four should have a; neutral or "unsure" scale attached to them
- f) The pupils felt that the questionnaire was becoming more presentable.

#### 3.6.6. THE FOURTH QUESTIONNAIRE

The fourth questionnaire (see Appendix 4) was issued later in January to the same twenty girls in the sample. It was now clear that the pupils quickly lost interest in any questions which did not seem relevant to them. The next questionnaire set out to include the areas which were under continued discussion with the sampled pupils (ie. the physical education teacher, the influence of friends, the physical education programme in the school, with a new inclusion of the area of parental influence).

It became apparent whilst talking with the sampling group that many parents had influenced their children in their attitudes towards physical education, some parents who themselves had experienced physical education as a disliked subject at school often referred to physical education in a negative way. For example they would impress

upon their children that physical education was; "a waste of time", "did nothing for them", "not an important subject", "degrading for those of us who were not good at it", "it was not going to get them a job".

As the children discussed their parents views regarding physical education it became evident that their parents only really gave their children encouragement in physical education if they themselves had achieved or found satisfaction in their previous experience at school.

It may be argued that children soon form their own opinions about their schooling, however, the area of parental influence must be considered if a true reflection of how children view physical education may be evaluated.

Other important areas discussed with the girls in the sample included;-

1. Competition/competing against others
2. Ability and achievement/performance
3. Success and failure
4. School teams/clubs
5. Previous experience at junior school
6. Having more choice in physical education
7. How the pupils see themselves and others.

Questions relating to these areas were included in the questionnaire and open-ended and structured questions were introduced.

Also simple yes/not sure/no questions and the circling of words and statements was implemented.

The re-designed questionnaire was re-issued and completed by the sample group and the following results were made; -

1. The smiley faces indicating the happy, neutral, unhappy responses gave a clearer layout and the order which had been changed seemed more favourable.
2. The instructions at the beginning of the questionnaire were clearer to understand but needed more information
3. The questionnaire was now designed into four varying sections and was favoured by the children as it kept their interest
4. Questions which still seemed invalid or vague were removed
5. Any repetitive questions/statements were also removed
6. The questionnaire still took too long, but on average was now down to twenty minutes to complete.

### 3.6.7. SUMMARY OF THE DATA COLLECTED FROM PILOTING THE FOURTH QUESTIONNAIRE

To summarise the finding of the piloting of the fourth questionnaire, the content of the questionnaire became more purposeful not only to the pupils but to the information pertinent to the area of children's attitudes towards physical education.



The content area now included;

- a) More relevant questions (the teacher, parents, friends, physical activities, children's self perception, the physical education programme)
- b) More varied design of retrieving information; Likert (1932) (three smiley faces/titles)  
Open ended questions  
Structured questions  
Yes, not sure, no (simple "tick" questions/statements)  
Circling of words/statements
- c) Fewer questions were asked. The time of completion of the questionnaire was now twenty minutes
- d) Open ended questions were placed deliberately in Section 2 as these questions were more time consuming - but very resourceful, and needed careful thought.

The design and presentation of the questionnaire now became more appealing to the respondents and the information received was more elaborate and useful.

### 3.6.8. THE FIFTH QUESTIONNAIRE

In the fifth questionnaire and final stage it was becoming clear that the information received in the fourth questionnaire was relevant and useful to the study. The only area to re-evaluate was the area of questions and statement reliability.

In an attempt to discover whether the questions and statements were being answered reliably by the sampling pupils ten pupils were chosen at random from the previous twenty girls and were asked to complete questionnaire number five. (Appendix 5) The questionnaire was issued at the end of January 1986/beginning of February 1986.

### 3.6.9. SUMMARY OF THE DATA COLLECTED FROM PILOTING THE FIFTH QUESTIONNAIRE

The fifth questionnaire remained very similar in presentation to the fourth questionnaire however the questions and statements were deliberately changed in the order of presentation in an aim to evaluate whether the respondents were giving reliable answers to the questions. The design of the fifth questionnaire was changed in the following ways; -

1. The instructions on the questionnaire became more detailed in order to impress upon the pupils the importance of expressing their own views to the questions.
2. The order of the questions were changed or re-worded.
3. The words and phrases used in Section four were classified into similar areas with an aim to stop repetition.

Finally the order of the words and statements used in Section four was changed around, in an attempt to see whether or not the position of each word/phrase had influenced the respondents in any way.

### 3.7. ANALYSIS OF THE RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

Each pupil was identified by a number with the aim of analysing the fifth questionnaire with the previously completed fourth questionnaire. Each answer completed in the fifth questionnaire was compared with the previously answered questions in order to see whether the respondents had given the same replies (ie stable questions) or had not given the same reply (unstable questions). This method of comparing answers aimed at identifying which questions had stable answers and which had unstable answers.

To summarise, the questions which gave unstable replies were found to be;

#### SECTION ONE

1. "Indicate how you would feel if you could choose what physical education kit you wore?"
2. "You are good at some physical education activities. How do you feel?"
3. "Indicate how you feel about the following activities"

Some of the previously chosen answers were later changed to another answer for example, this tended to happen to at least three of the activities mentioned (gymnastics, hockey, cross country).

#### SECTION TWO

4. "Please list in order of preference your five favourite physical activities". (NB the first three identified physical activities tended to be reliable however the fourth and fifth favourite physical activities inclined

- to differ and therefore did not seem reliable)
5. "Why do you think you do physical education in school?"

The answers to this question varied as if the pupils were trying to please the researcher by giving an accepted answer. This question therefore may have to be carefully analysed.

### SECTION THREE

The answers to the questions relating to the teacher in this section seemed reliable. Only the following question saw a slight change in the reply:-

1. "Do you think generally physical education teachers....
  - a) are too strict
  - b) understand you as individuals
  - c) talk too much"?

In addition, the following questions gave changes in the replies

2. "Do your parents encourage you to do well at physical education?"
3. "Do your parents encourage you to do physical activities in your spare time?"
4. "Would you say generally you were good at physical education?"

### SECTION FOUR

In the final section most of the ten pupils piloting the questionnaire gave stable replies to the self perception questions. Only two pupils seemed undecided in their effort to describe

themselves and gave different replies to the questions and statements which referred to their social experience (ie friends).

### 3.7.1. ANALYSIS OF THE FINDINGS OF THE RE-DESIGNED QUESTIONNAIRES

In order to clarify how the pupils felt about completing the questionnaires, the findings of the re-designed questionnaires may be summarised as follows:-

### 3.7.2. FINDINGS OF SECTION ONE

1. The pupils had differing views as to the type of physical education kit they should wear. Some girls had felt strongly that although the physical education kit was "a good idea" in principal, the kit worn at this particular school was rather impractical. Other girls emphasised that the colour and design of the physical education kit was smart, however it was not "trendy" (they referred to trendy, as being colourful, loose fitting T-shirts, sweat tops and baggy jogging trousers) (NB. see Appendix for physical education kit list.)

The majority of girls were in agreement that they always felt that the thin Airtex physical education tops and skirts with thin blue V-neck jumpers were not warm enough for the cold winter months (NB although blue or black tracksuits were allowed to be worn only a few girls wished to wear these as they did not stand out in a crowd. It

is also evident that many children did not have tracksuits in the first place).

When evaluating this question it must be noted therefore that girls are likely to change their opinions regarding the choice of physical education kit. The cold weather may influence many of the girls.

2. The pupils found it difficult to say whether or not they thought they were good at physical education. Many pupils could quickly say which activities they were not good at but some pupils were satisfied by describing themselves as average at a particular physical activity or quite good.

Only two of the girls constantly said that they were good at a particular physical activity. (NB the activities the girls had mentioned had been the sports the girls had represented at school team level) therefore, it is only the school team girls which see themselves as being good at a particular activity.

3. The girls also changed their views regarding some of the activities offered in the school physical education programme. It was noted that five of the girls altered their opinions about gymnastics, cross country and hockey.

Some of the girls expressed that a good gym lesson depended on the teacher they had. One girl said that the "stand in" teachers did not

know how to teach gymnastics and that they did "babyish" movements or lessons on the floor. Another girl had a similar view in that she had said that they had never had the apparatus out in their lesson whereas the other group did.

It seems therefore, that with this particular activity the girls strongly suggested that the enjoyment of the gymnastics lesson depended on the teacher who taught them.

The girls also seemed to change their opinions on cross country. Some of the pupils felt that cross country was only offered when the weather was too bad for other outdoor winter activities and that they were never told in advance. Consequently, many of the girls said that they never had the correct physical education kit for cross country and that it was embarrassing running in their gym knickers and thin tops. Some girls, therefore seem to associate cross country lessons with very cold weather. Furthermore, one girl suggested that there was no point to cross country, that it was no fun coming near the end every race. She felt that cross country was too competitive and that if you won the race you enjoyed it and if you did not you hated it. (NB it may be argued that cross country running is associated not only with the bad weather, but also with too much emphasis on getting round a boring course and winning.)

The last activity the girls seemed to change their opinions on was hockey. Some girls expressed the view that hockey can be good at times, but that it depended on which team they were in. Many girls expressed the wish to be involved in the winning team. Another girl

mentioned that when the teams are sorted out, if you were not good at the game you were stuck at the backs position or in the goal. Similarly, one girl thought that she never got the ball because she couldn't play very well and ended up freezing cold, bored and longing for the lesson to end.

In addition, many of the girls felt that hockey was not an easy game to play. They felt that the rules were complicated and that the ball was never easy to control on the always muddy and long grassed hockey pitches. (It may be noted that many girls felt that hockey should be played indoors or on a non-grassed surface.)

### 3.7.3. FINDINGS OF SECTION TWO

When the girls were asked to list in order of preference their five favourite physical activities it became evident that the request did not seem as straight forward as was first assumed. On checking the replies to this question not one pupil responded exactly to the question both times.

It became apparent that the girls' favourite activity was answered the same each time, however, the four remaining activities were changed in order of preference and even the choice of activities changed. It was assumed therefore, that although the girls' favourite activities would be reliable the remaining choices of activities may vary in order of preference or even changed activities.



Closer analysis, showed that the second and third choices of activity were still largely reliable and that it was the fourth and fifth choices which seemed very unreliable. A decision was made therefore, to alter the question to list in order of preference your three favourite physical activities as it seemed evident that the fourth and fifth chosen activity would give an unreliable response.

Next the open ended questions which asked the girls, "why they thought they did physical education in school" needed to be analysed carefully. It became clear that the replies to the same question were answered differently during the second piloting. Further discussions with the pupils revealed that many found this question difficult to answer but tended to give an intelligent guess as to the type of answer required for the question. Some pupils admitted that they had given an answer which was aimed at being an acceptable reply to the question in order to please the researcher. The question remained unaltered in the questionnaire as observations concluded that the girls piloting the questionnaire may have felt a special relationship with the researcher and had started to attempt to answer the questions to please the researcher.

#### 3.7.4. FINDINGS OF SECTION THREE

In this section surprisingly, the answers to the questions relating to the teacher seemed reliable. Only a few of the statement areas proved to be slightly unreliable, those were the areas relating to;-

"Do you think generally P.E. teachers....  
a) are too strict

- b) understand you as individuals
- c) talk too much."

In the first area pupils seemed to have a different perception of what they understood as "strict". Understanding many of the words and phrases in the questionnaire will have different meanings to different pupils however, in the second piloting of the questionnaire this area became more evident.

Many of the girls interpreted strict as meaning "formal, bossy, tense and restrictive". Consequently, they responded to the questions on this understanding. Some of the girls had answered this question differently each time. Further discussions with the piloting group suggested that "it was difficult to generalise about physical education teachers, some were strict and some were not".

However, an important point was made by one girl. The pupil admitted that at some stage in her experience of physical education she had often tried to test the teacher out, by being argumentative, rude, non attentive and noisy. The pupil said that she had done this as she believed that physical education teachers do not get respect just because they are teachers, but because they have to gain respect.

One way of gaining respect from a class is to see how the teacher responds and copes with an awkward or testing situation. The girls went on to say that if the teacher is too strict today, she automatically does not gain any respect from her pupils; the girls just lose interest.

This rather perceptive interpretation of "strictness" may have deeper consequences for some of the other pupils also. A factor which must be noted when analysing this section of the questionnaire.

In the second area there seemed to be quite a variety of answers to the questions which asked whether or not physical education teachers "understood the pupils as individuals". This may be because different pupils have experienced different situations with their physical education teachers.

Through further discussions with the pupils it became clear that few pupils managed to converse with the teacher on a one to one basis. They pointed out that because of large numbers of pupils in each group they rarely spoke to the teacher on an individual level and that it was difficult to say whether or not they thought that the physical education teacher understood them as individuals.

One girl pointed out that if the groups were smaller they would be able to talk more with the teacher. Another expressed that the sizes of the classes were far too large and that if the groups were smaller they would learn more as they would receive more individual attention from the teacher.

All the pupils stated that they wished the group size was smaller and that they felt sorry for the physical education teacher who spent most of her time keeping control, organising and making sure no one was doing anything dangerous.

In the last area, it became clear that many of the piloting group of girls were diverse in their interpretation of "the teacher talking too much". The question was originally aimed at finding out whether or not the pupils felt that too much time was spent during the lesson listening to the teacher talking. Fortunately, many of the girls also took a similar understanding of the phrase "talking too much" however, one or two girls gave a slightly different interpretation. They felt that the statement was referring to when the teacher was not directly in front of a class, for example, "socialising in the changing rooms, going to and from the lesson, in the lunch hour or in the corridor". In other words they were viewing their teacher from a social situation and not so much as a teacher.

One girl expressed that she had felt "talking too much" showed the teacher to be a sociable, friendly, outward going person and had interpreted the statement as a good reflection of the teacher's characteristics.

The area of the physical education teacher "talking too much" therefore, must be viewed as a different interpretation to different pupils and that this may be a hidden influencing factor when attempting to analyse this section of the questionnaire.

#### THE PARENTS

There were changes in the replies given by the piloting group when the girls were asked whether or not their parents encouraged them to

do well at physical education and if their parents encouraged them to participate in physical activities in their spare time.

Few of the girls could recollect their parents encouraging them to do well at physical education at school. The girls could remember however their parents encouraging them to do well at the academic subjects especially English and Maths. After further discussions with the group of girls it became clear that if at an early age the girls showed some good ability at physical activity then their parents would praise them. However, it was evident that the girls would gain more praise and encouragement from their parents if they had 'done well' in an academic subject.

It was agreed by all the pupils that their parents seemed to view success in the academic subjects with a higher esteem than success at physical activity. Some of the girls distinctly remember their fathers encouraging their brothers to take up sport outside school, as if 'boys should be encouraged to do well at physical education rather than girls'.

Another girl said that because her brother was praised and encouraged to take part in sport outside school she wanted to do the same. The girl admitted that she wanted to take part in sporting activities to achieve success and consequently receive praise from her father.

Many of the girls said that they were encouraged to swim at an early age however, they stated that when they were younger they had to

rely on their parents' support and encouragement in order to take up a sporting activity as they were not allowed for various reasons to "go off" on their own.

There seemed to be a relationship between the parents' interest in physical activity and their childrens encouragement to do well in physical education in school and to participate in physical activities outside school. Therefore, even if the girls showed talent at a particular physical activity it was only through early parental encouragement that the child had an opportunity to develop their interest.

It became clear however, that at an older age (ie. approximately 10-11/12 years) the children became more influenced by their friends and depending on their parents' willingness for their children to start doing things on their own they began to participate in activities with their friends. During the ages between 11-14 the girls became more independent of their parents and began to participate in activities at the local clubs, societies and leisure centre.

#### SELF-PERCEPTION

The next question which seemed to receive unreliable replies was, "Did the pupils think they were generally good at physical education?".

Very few of the girls seemed to be confident in reply to this question. Only one of the girls expressed herself as being good at physical education and it was this pupil in fact who represented the school at sport. Some of the girls equated being good at physical education with playing in the school team, however, very few of the girls in the pilot study were presently playing for the school team or who had ever played in the school team. More often the girls expressed their ability as being "not bad at physical education" or "quite good" rarely "good".

Through discussion it became clear that modesty seemed to be the best policy. In other words the girls were wary of calling themselves good at physical education, through a fear of being seen as boasting or big headed by their friends or other girls. It remained for the girls' friends to say if they thought they were good at physical education or not. When asked if the teacher isolated the good physical education girls it was a unanimous "yes". The teacher always seems to give more attention to the girls who are good at physical education, it was said and "the good physical education girls always stick together. They are a clique".

It was admitted that the physical education teacher did try and encourage the girls that who not so good at physical education, however, it was commented that the physical education teacher always seemed to be pleased and have a laugh with the better girls. One girl stated that some activities "showed you up" more than other activities. For example she said, "In dance, most people can do it and achieve something but in hockey or cross country you have to be

good at it, otherwise you get shown up, you may let your team down, and it's really embarrassing".

To summarise therefore, the majority of girls found it difficult to have the confidence to say whether they thought they were good at physical education and this may be taken into consideration when evaluating this questionnaire.

#### 3.7.5. FINDINGS OF SECTION FOUR

Surprisingly in the final section, many of the words and statements circled in the first run of the questionnaire were the same or similar to the second completion. However, as with all the questions designed for the questionnaires it should be remembered that the factors which have influenced some of the decisions made by the piloting girls (ie. previous experiences, parental, teacher, friends, influence, self-perception) must be taken into consideration when evaluating the written responses.

Although the design of the questionnaire was nearly complete, four pupils from the previous piloting group were asked to complete the questionnaire twice over a period of two weeks. The questionnaires were issued in February 1986 and the purpose was to analyse each response carefully and to see what percentage of replies were the same (ie. stable responses) and which were not (ie. unstable responses).



3.7.6. SUMMARY OF THE OBSERVATIONS MADE AFTER COMPLETION OF THE  
QUESTIONNAIRE

At the end of completion the questionnaires were analysed, and the following observations were made;

First Pupil - Questions which had the same responses = S = 60

(stable)

Questions which did not have the same responses = NS =

18 (not stable)

Time taken to complete questionnaire = 14 minutes 30  
seconds.

Second Pupil - Questions which had the same responses = S = 67

(stable)

Questions which did not have the same responses = NS =

9 (not stable)

Time taken to complete questionnaire = 15 minutes 14  
seconds.

Third Pupil - Questions which had the same responses = S = 54

(stable)

Questions which did not have the same responses = NS =

19 (not stable)

Time taken to complete questionnaire = 12 minutes 13  
seconds.

Fourth Pupil - Questions which had the same responses = S = 50

(stable)

Questions which did not have the same responses = NS =

18 (not stable)

Time taken to complete questionnaire = 13 minutes 50 seconds.

After initially issuing the questionnaire to a sample of forty pupils over a period of five months (October 1985 to February 1986) the questionnaire was ready for typing. During the five month period the questionnaire was continually being evaluated and re-designed with the help of the pupils' comments and the overall presentation and the validity of the questionnaire was now seen as acceptable.

### 3.8. ISSUING THE FINAL QUESTIONNAIRE

The final typed questionnaire (Appendix 5) was issued to four classes at a time (ie. approximately 60 pupils) in a spacious room at the school called the balcony.

The questionnaire was issued towards the end of February 1986. It was issued confidentially during a tutorial period at the beginning of the school day. Girls from all age groups ie. 11 to 14 were briefed as to why they had been chosen to complete the questionnaire and they were informed carefully as to how to fill in the questionnaire. The pupils were also encouraged to read the instructions carefully, answer all the questions and not to discuss their answers until they had completed the questionnaire.

It was also impressed upon the pupils that it was their individual views and opinions that was required and not the opinion of a friend or the person sitting next to them. ✓

No prompting was given and no names were asked for. If any pupil did not understand a particular question they were allowed to ask the researcher. Only the researcher was present in the room and an atmosphere of informality was obtained.

Over a period of four weeks the questionnaire was issued in the same way and completed by a total number of 314 girls (ie. all the girls in the school). They were all mixed ability pupils and aged from between the years of eleven and fourteen. It must be noted that at the time of issue it was extremely cold and many of the physical education lessons had been indoors. This may become a relevant factor when analysing the girls responses to each question.

#### 3.8.1. SUMMARY OF THE PUPIL FEEDBACK

Feedback from the pupils may be summarised as follows;-

1. The average time for completing the questionnaire was 14 minutes.
2. The pupils had been pleased to fill in the questionnaire as it had given them the chance to express their own views.
3. The questionnaire instructions were straightforward and clearly understood.
4. The questions had variety and were interesting to answer.  
The girls particularly enjoyed the section with the three smiling faces.

5. The section with the open ended questions had been more difficult to complete, as each question took more thought and was more time consuming.
6. In the self perception section some of the girls felt restricted at only being able to circle no more than two words to describe themselves (it was pointed out that this was done for ease in analysing each question).

The questionnaire had now been developed over a period of five months, completed by 314 pupils (all the girls in the school) and was ready for collation and analysing the results.

### 3.9. COMPLEMENTARY DATA COLLECTION

#### 3.9.1. ESSAYS - MY LIKES AND DISLIKES IN PHYSICAL EDUCATION

An alternative method of collecting information from the pupils was by asking them to write their views and opinions on their likes and dislikes in physical education.

The essay title was specific in order to give a restricted area with which the pupils could relate and identify. The title was chosen as it was felt that this was the area in which the pupils wished to express their views. Therefore the essay became relevant and meaningful not only to the researcher but also to the pupils.

The girls were selected at random over a period between May 1985 and July 1986. A mixed ability sample of pupils were chosen from;

1. Girls not participating in physical education for medical or injury reason.
2. Pupils volunteering to write the essay during a "wet lesson".
3. Girls chosen during a tutorial lesson (which specifically related to communications in writing).
4. Girls who had been chosen whilst participating in a classroom physical education lesson, due to the absence of the PE teacher.

The girls were encouraged to be truthful in their writing and their names were not required on the essay, only their year and the date when the essay was written.

In order to gain an informal relationship with the pupils a short discussion took place with each individual pupil or small group of pupils just before issuing the work. Although the aim of the discussions was not to prompt the girls, the researcher did suggest some areas to which the pupils might wish to write about. These were;

1. The physical education kit
2. The physical education teacher
3. The physical education activities
4. The showers
5. The equipment
6. Participating with the boys
7. The changing rooms
8. The organisation of the physical education lesson
9. The atmosphere of the physical education lesson

10. The environment (surroundings where the physical education lesson took place)

In all over 100 essays were collected from the pupils. It was felt however, that only a proportion of these should be analysed and a total of 73 essays were chosen at random. Out of the sample of 73 essays, 21 were written by first year girls (11-12 years), 32 by second year girls (12-13 years) and 20 by third year girls (13-14 years). Much data was collected from the essays and in an attempt to find a method of analysing the material in more depth the essays were read through and a list of areas common to most of the writings were written down. The areas which the girls had made frequent reference to were as follows;-

- a) Enjoyment of physical education (lack of enjoyment)
- b) Indoor activities
- c) Outdoor activities
- d) The physical education kit
- e) Showers
- f) The physical education activities
- g) The physical education teachers
- h) Additional comments (relating to the size of the PE group, changing rooms, length of lesson etc.)

An attempt was made to analyse each essay by making a note of all the comments made by the girls and placing each statement under one of the above categories. In addition, each statement was also catalogued under the headings of favourable and non-favourable comments. This

was carried out in order to see whether the statements made by the pupils had been considered F (favourable) or NF (not favourable) (see Appendix IE 1-3).

### 3.9.2. PUPIL FEEDBACK SHEETS

#### EXAMPLE OF PUPIL FEEDBACK SHEET

##### FIRST YEAR PUPILS

##### A) Enjoyment of Physical Education

Respondent No

1 . 1		1 . 2	
F	NF	F	NF
I like P.E. because.. .....			I did not like P.E. because.. .....

An additional method of collecting data was through the issuing and collecting of the pupil feedback sheets. These sheets were adapted from the Student feedback checklist A sheets, as referred to by Almond (1977). Almond acknowledges that the checklist has been based on an idea in, 'Man - A Course of Study Evaluation Strategies' by Hanley. et al (1970) (Cambridge, Massachusetts. EDCH. 1970).

The main aim in asking the pupils to complete these sheets was to;-

1. Gain information on the following activities offered in the school physical education programme.

a) First Year Pupils (11-12 years)

Athletics

Cross Country

Gymnastics

Swimming

Tennis

Dance

Rounders

Netball

Hockey

Nine activities equals total 393 sheets

b) Second Year Pupils (12-13 years)

Athletics

Dance

Cross Country

Gymnastics

Rounders

Tennis

Netball

Swimming



Hockey

Nine activities equals total 327 sheets

c) Third Year Pupils (13-14 years)

Hockey

Netball

Rounders

Gymnastics

Athletics

Tennis

Soccer

Basketball

Cross Country

Dance

Swimming

Eleven activities equals total 366 sheets

The statements designed for the feedback sheets aimed more specifically at collecting the following data; -

- a) 'How the pupils felt about the named activities (ie. easy, hard, fun, boring etc)'
- b) 'How the pupils spent most of the time in the lesson (ie. bored, confused, cold/miserable, enjoying myself etc)'
- c) 'How the pupils spent a lot of their time in the lesson over the previous three weeks (ie. listening to the teacher, practising, watching others.)'
- d) 'Discovering if the pupils understood more in their lessons if they; (listened to the teacher, played a game, watched a demonstration etc)'

- e) 'Finding out if the pupils found it hard to work well in small groups, learn skills, express their own opinions etc.'
- f) 'Discovering what the pupils thought they had to do in order to "do well" in the activity. (ie. agree with the teacher, work hard all the time, be more skilful than the rest etc).'
- g) 'Finding out what the pupils and their friends asked during a lesson (ie many questions, no questions, a few questions etc).'
- h) 'Discovering if the pupils worked in small groups during the lesson (ie. often, sometimes, never).'
- i) 'Finding out how the pupils prefer to work in their lessons (ie. by themselves, with a partner, with one big group etc).'

The pupil feed back sheets were issued to as many girls in the school as possible, at random. Many of the sheets were issued during tutorial periods, after the physical education lesson, during the lesson, after the main questionnaire was issued (ie when the pupils had completed the questionnaire), wet lesson time and at lunch time. None of the pupils were asked to write their names on the sheets in order to gain the pupils confidence as to the sheets confidentiality.

#### Advantages and disadvantages of the pupil feedback sheets

Some advantages of the pupil feedback sheets were that it was only one sheet, it was easy to issue, straightforward to complete, useful in collecting information regarding individual physical activities and uncomplicated in analysing the findings.

The disadvantages of the pupil feedback sheets were that many of the statements seemed irrelevant to the pupils there were too many

statements to choose from (therefore confusing the pupils, none of the questions gave the pupil an opportunity to disclose her views and opinions on a certain area.) Finally the statement findings were limited in their usefulness.

These conclusions must therefore, be taken into consideration when assessing the findings of the pupil feedback sheets. A total of 1086 sheets were issued and completed by the pupils over a period of nine months (October 1985 to June 1986) and from this number;

1. 393 were completed by first year pupils
2. 327 were completed by second year pupils
3. 366 were completed by third year pupils

### 3.9.3. INTERVIEWS

An alternative method of collecting information from the pupils was by interviewing a small sample of girls of all ages and ability. Due to the complexity and time required in preparing and collecting data in this way the total number of pupils interviewed individually was restricted to 20 girls.

#### The value of the interviews

As opposed to the other forms of data collecting used in the study it was felt that the interviewing method was unique in its construction. For many years it has been felt that the best way of finding out information regarding people's views about their

activities is by asking them. This view may have developed through the findings of Allport (1942), Kelly (1955) and later Harré and Secord (1972). These authors helped to evolve the notion that it was important to treat individuals as useful sources of specific information. Their work must therefore be seen as a framework for the emergence of interest in various interviewing procedures. As Brenner, Brown and Canter (1985) point out;-

"It is only when the researcher and the respondent have the possibility of communicating directly with each other that the subtleties of the mutual understanding between the two parties can be harnessed". (31)

However, in order for the interview technique to be utilised in a research project, its certain qualities need to be identified as well as its weaknesses carefully outlined.

#### Advantages of the interviews

One of the most important advantages of the interview procedure is that it enables both the interviewer and the pupil to explore the meaning of the questions and answers in more depth. If the interviewer or the pupil misconstrue any part of the interview, the process may be analysed immediately in a way that is not possible when questionnaires are being completed. Furthermore, an additional value of the communication procedure during the interview is that it gives quick, immediate responses. This enables the interviews to enhance a directness to the information and to achieve a unique speed of response not obtained in any other way. The procedure has a particular benefit when seeking information from school children of

mixed ability. The pupil is allowed to discuss any part of the interview on the spot. This must be an advantage not only to the pupils but to the interviewer also.

#### Disadvantages of the interviews

In contrast to the advantages outlined in the interview procedure the disadvantages of the situation must also be considered. Brenner, Brown and Canter (1985) state that interviewers:-

".... need to be trained and supervised, to achieve a reasonably appropriate performance overall". (32)

and go on to say....

"....interviewer training, in turn, requires that the researcher invest considerable effort into the design of (1) the questionnaire suitable for use in interviewer/respondent interaction, (2) effective interviewing techniques, (3) the totality of organisational issues in a data collection programme, as they apply to the interviewers". (33)

This in itself can be a very time consuming method of collecting data. In order to construct a system for obtaining suitable information from the pupils, it was felt that this method would be of great reliability and value to the study.

During a period of three months October 1985 to December 1985 trial interviews took place firstly amongst colleagues and volunteers at the University and secondly amongst pupils at the school where the real interviews would take place. A number of methods were employed in the

development of a technique for interviewing children and these may be listed as follows:-

- a) Flash cards were used (see Appendix Interview F.C. (A)) to give the pupils a number of words or statements to choose from, in order to respond to the appropriate questions.
- b) Posters and pictures from magazines were used in order to stimulate the pupil into relevant responses
- c) Flash cards (Appendix-Interview F.C. (B)) with three faces expressing ☺ - happy, 😐 - neutral, and ☹ - unhappy, were used as an aid for the pupil to make responses.
- d) A tape recorder was used as an instrument for recording responses ( this was played back to the children as they seemed to enjoy listening to themselves on the tape) this also broke down any formality which may have occurred during the interview.
- e) Photographs - taken during the year at the school were presented to the pupils in order to evoke discussion and views regarding the aspects of the physical education programme.
- f) Questions and statements regarding physical education were designed and constructed through a continuing observation of the pupils' views and opinions expressed during informal interviews with them.

#### 3.9.4. OBSERVATIONS MADE THROUGH THE MOCK INTERVIEWS

Much time was spent during the trial interviews on the following issues;

- a) building up a relationship with the interviewees.
- b) attempting to relay questions and statements in a clear and simple manner
- c) continually observing the respondents replies in an objective and reliable way
- d) continually evaluating realistically, the atmosphere of the environment, the role of the interviewer, the context of the interview, the validity of the questions and the reliability of the responses
- e) utilising and developing structured and meaningful questions
- f) avoiding repetition and misleading questions
- g) recording responses in a subtle and non-biased way
- h) attempting to limit the interviewing time to 15 minutes.

It is important to keep all the above issues in mind when conducting the interview and during the spring and summer terms (1986) twenty pupils were selected in a random sample for interviewing.

3.9.5. A SUMMARY OF THE QUESTIONS ASKED BY THE RESEARCHER MAY BE OUTLINED AS FOLLOWS:

1. Previous experience/knowledge - gained at junior school  
(ie. mixed activities, changing facilities, teacher, physical education kit, physical activities offered, likes and dislikes in physical education)
2. Favourite activities at junior school
3. Participation in activities outside junior school -  
parental / teacher / friends' influences
4. Likes and dislikes - at the pupil's present school (ie. activities, kit, showers, teacher, group size, options, choices etc)
5. How was physical education at the pupil's present school different to physical education at the junior school?
6. Friends' influences (if any) during the physical education lesson
7. What changes would you like to see at your present school?
8. Do you think you will participate in physical activities when you leave school?

The next stage of the interview process was to refer to the actual presentation of the interview technique. A familiarisation of the literature written by the authors; Schatznan and Strauss (1973); Cammell, Okenburg and Converse (1979); Burgess (1984) and Loftland and Loftland (1984) has been essential in providing a framework for thought and understanding in the area of interviewing technique.



However, it is Loftland and Loftland (1984) who refer to Fred Davis's (1960) guide for interviewing which may be used as an example for introductory material. Davis (1960) provides interviewers with an outline which may be used when talking with the child being interviewed;

1. Explain clearly, the aim of the study to the pupil, explaining to the respondent why they have been selected for the purpose.
2. Make the pupil aware that anything which is disclosed during the interview will be confidential and anonymous
3. Explain to the pupil that although some of the questions may seem difficult to answer or irrelevant to them they must try to give only their true opinions and feelings as there are no right or wrong answers.
4. The pupils must be made aware that they are free to interrupt, ask questions and criticise any line of questioning at any time
5. The interviewer may disclose with the pupil some aspect of his background training or interest in the area of questioning
6. The interviewer must ask the pupil's permission to tape record the interview, explain carefully and sensitively the reasons behind the request

It was only after careful observation of previously written literature, discussions with colleagues and pupils and the carrying out of trial interviews, that the real interviews could now proceed.

Although the interviews proved to be time consuming in their preparation and execution, they produced some very constructive information which will be referred to in the concluding results.

### 3.9.6. FIELD NOTES

The final method which was used to obtain data was through a system of compiling field notes. This was essential in gathering information regarding the following;-

1. The school (ie. the atmosphere, environment, the staff and pupils, facilities, equipment, role, policies)
2. The situation of the school (ie. the village, type of environment, facilities, population)
3. The pupils (ie. age, ability, family background, interests, self perception)
4. The teachers (ie. beliefs, methods, approaches, personalities)
5. The parents (ie. family situations, interests, beliefs, encouragement)

Although the information regarding the above areas is very important, the recording of objective and subjective observations made throughout the study is essential. These observations may be seen as a continual description of the environmental atmosphere, people, conversations, arguments, general discussions and events. Throughout the study mental and written notes were made on 'what was actually taking place' in the various settings encountered. In addition, notes

were also made on the researcher's own impressions and feelings in certain situations.

When relating the recording of events to the formal and informal interviews Loftland and Loftland (1984) made the following useful points to observe:-

- "...the written record of the interview... is an amalgam of the following;
- 1) summaries and notes of what the informant said generally at some point
  - 2) verbatim transcription of responses that seem important at the point of write-up
  - 3) ideas-little tentative pieces of analysis
  - 4) methodological difficulties or successes
  - 5) personal emotional experiences". (34)

In addition, Schatzman and Strauss (1973) make reference to the importance of recording data and suggest a model for structuring and efficient recording system. It consists of:-

1. On = Observation notes - statements which bear upon events experienced through watching and listening (ie. who, what, where, how - in relation to human activity)
2. In = Theoretical notes - notes which represent self conscious awareness - (ie. controlled attempts to derive meaning from anyone or several observation notes). The observer thinks about what he has experienced - makes a private declaration, describes the meanings of his feelings. Then the observer interprets, infers, hypothesises, and conjectures.

3. Mn = Methodological notes - statements that reflect an operational act which has been completed or planned. It is an instrument to oneself, a reminder, a critique of one's own tactics. This may be thought of observational notes on the researcher himself and upon his methods and the process itself.

Although the suggestions made by Schatzman and Strauss (1973) and Loftland and Loftland (1984) give detailed accounts of a structure for recording data, for the purpose of this study the literature has only been utilised as a framework for thought.

Throughout the study therefore, a notebook and tape recorder were used as the resources required for recording information and as a visual aid for stimulating discussions in the interviews a number of photographs were also taken.

#### 3.9.7. SUMMARY OF THE METHODOLOGY USED IN DATA COLLECTION

To summarise the procedures relating to data collection the main method used for collecting information for the purpose of this study was through a questionnaire issued to 314 girls in the school.

The second method was through the use of essays entitled "My likes and dislikes in Physical Education" issued to a random sample of 73 girls aged between 11 and 14 years all of mixed ability.

Thirdly, pupil feedback sheets were distributed to a random sample of pupils in each year. The pupils were all of mixed ability and a total number of 1086 sheets were completed on the areas specifically relating to the activities offered in the physical education programme at the school.

The fourth method used was through the use of interviews. A total number of twenty girls were interviewed individually from all years (ie. 11 - 14) and were all of mixed ability. It was during these discussions that photographs that had been taken during the year were used as a means of stimulating and encouraging the girls to respond to certain aspects of the enquiry.

Finally, field notes were used to record much of the information collected throughout the study. The use of tape recorders, photographs and field notes therefore became an invaluable part of the study.

To summarise, it was through the collection of all these methods that a comprehensive analysis would eventually be made. Although the preparation and development of certain instruments was found to be time consuming the quality and validity of the acquired information was the rewarding outcome of the perseverance.

## CHAPTER FOUR

### 4.0 ANALYSIS OF RESULTS

#### 4.1. INTRODUCTION

The data was analysed by constructing descriptive accounts of the responses given by each pupil for a specific unit of information. The information was collated through stating the frequency and percentage of the responses. In some cases the rank order of a particular statement of information was also specified.

The analysis was composed from all the data provided by each individual, class, and year also all three year groups. This was carried out in order to see whether there appeared to be any varied responses between all these sub-divisions. All questions were broken down into different categories, depending on the acknowledgements of respondents in order meticulously to analyse each unit of data. The aim of the analysis was to determine how girls perceive physical education through a descriptive interpretation of the factors which have seemingly influenced the girls' attitudes and interests towards physical activity and physical education.

For the purpose of clarity the results of the study will also be supported with the results of the formal and informal interviews, discussions with the pupils and the field notes collected throughout the study. Every questionnaire was individually assessed and all questions were analysed. A total number of 314 questionnaires were

answered by the girls in the school aged 11-14 (95 first year girls (11-12 years) 96 second years (12-13 years) 123 third year girls (13-14)).

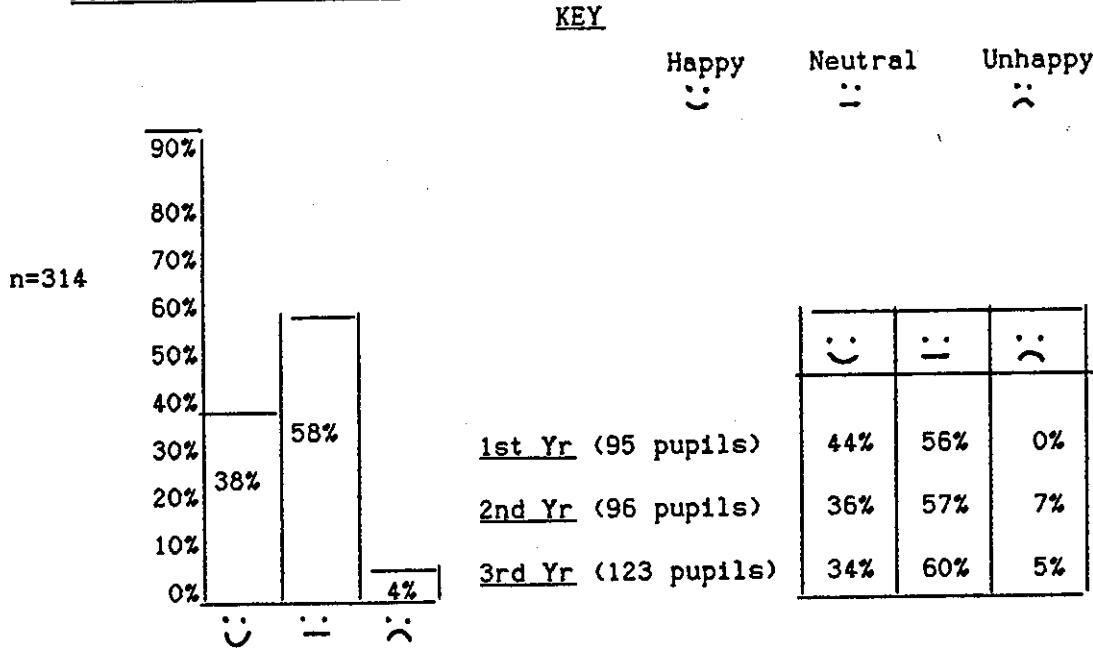
A detailed account of the findings of the questionnaire will be outlined during this Chapter. At the end of each section a summary will be provided. The summary attempts to clarify each section of the individual questionnaire's findings with an aim of providing an on-going account of the complex data.

4.2. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION ONE

(see Appendix Q No.5 Section 1.1a-j)

The majority of pupils indicated that they were neutral or unsure about how they felt when it was time for their PE lesson (see Table 1).

TABLE 1: GRAPH TO SHOW HOW THE PUPILS FELT WHEN IT WAS TIME FOR THEIR P.E. LESSON



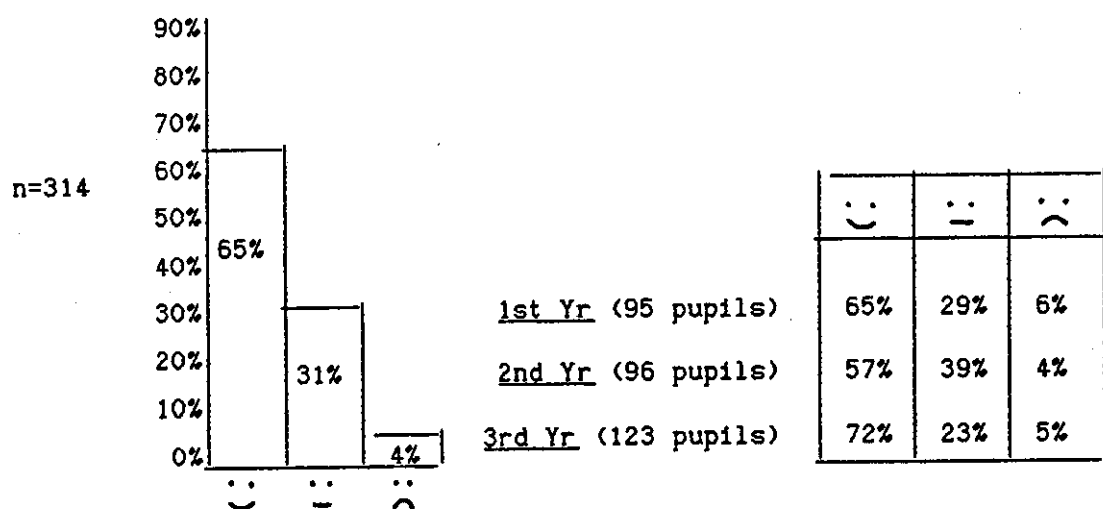
The result of their uncertainty may be due to:-

- a) weather conditions,
- b) the physical activity they would be participating in,
- c) the teacher,
- d) the expectations their physical education teacher would have of them.

It is evident that the third year pupils were less happy about their physical education lessons than were the first and second year pupils. There seemed to be a steady decline in pupils showing their happiness regarding their physical education lessons from the first year to the third year.

There was a favourable response by the majority of pupils when they indicated how they felt about choosing their physical education kit (see Table 2).

TABLE 2: TO SHOW HOW THE PUPILS FELT IF THEY COULD CHOOSE  
WHAT P.E. KIT THEY WORE





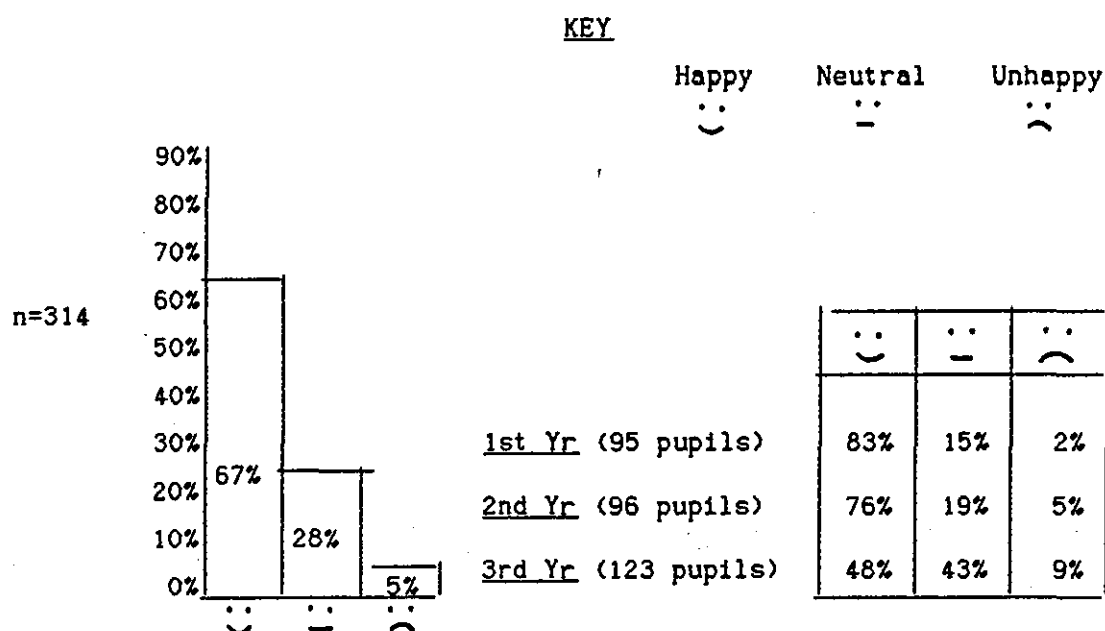
Only a small percentage of pupils were not happy about having the choice of kit to wear in the physical education lessons and through discussion with the respondents it seemed evident that their views may be influenced by: -

- a) the respondents wishing to appear to agree with the present system regarding the wearing of physical education kit,
- b) some pupils stating that they liked looking like everyone else,
- c) some pupils expressed their like at the colour and smartness of the kit,
- d) some pupils felt it was "practical" to have everyone in the same kit.

It is interesting to note that it is the older third year pupils who have the highest percentage of favourable responses to the question of choice in physical education kit.

In an attempt to see how the pupils felt about indoor physical education lessons the majority of pupils expressed their desire for indoor lessons and only a small percentage of pupils felt unhappy about participating in indoor physical education lessons (see Table 3)

TABLE 3: TO SHOW HOW THE PUPILS FELT ABOUT INDOOR P. E. LESSONS

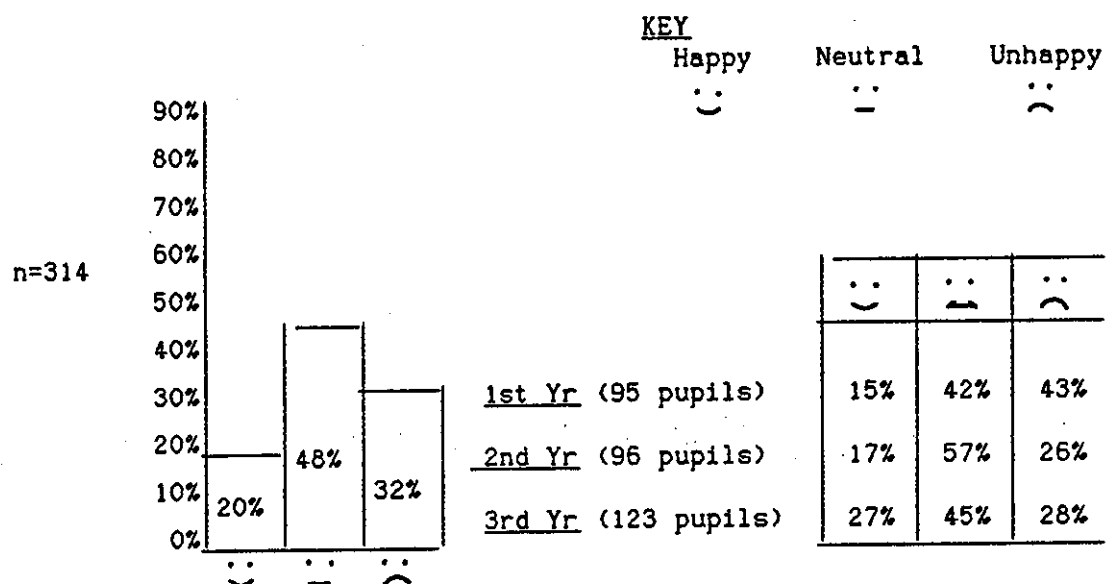


It may be noted that there is a decline in the preference for indoor physical education lessons from the first year to the third year. The third year pupils were split between being happy about indoor lessons and being neutral or unsure about them. Continued observations and discussions with the third year pupils indicated that their views were influenced by:-

- a) the weather conditions (many expressed the desire to participate in outdoor activities in the warmer summer weather)
- b) they did not like to go outside in the cold weather and therefore preferred indoor activities in the winter months
- c) that their decision depended on the type of activity offered in the indoor lesson.

Many pupils showed that they were "unhappy" when they were asked how they felt about outdoor physical education lessons (see Table 4).

TABLE 4: TO SHOW HOW THE PUPILS FELT ABOUT OUTDOOR P. E. LESSONS

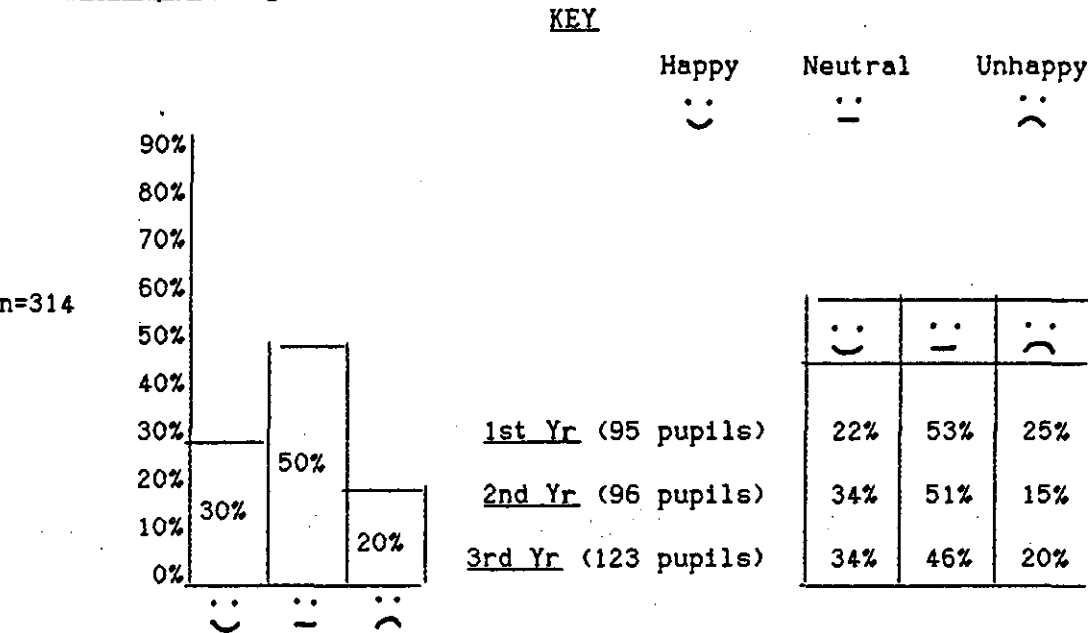


More first year pupils than second or third year pupils expressed their unhappiness at participating in outdoor lessons. However, it may be noted that the questionnaire was issued between January- March when the weather was cold. In addition the first year pupils had not yet experienced the summer outdoor activities.

Overall, the majority of pupils seemed neutral or unsure about their feelings towards outdoor physical education lessons.

In an attempt to discover how the pupils felt about mixed physical education lessons (ie. boys and girls) the majority of pupils expressed a 'neutral' or 'unsure' response. (see Table 5).

TABLE 5: TO SHOW HOW THE PUPILS FELT ABOUT MIXED P. E. LESSONS  
(1e boys and girls)

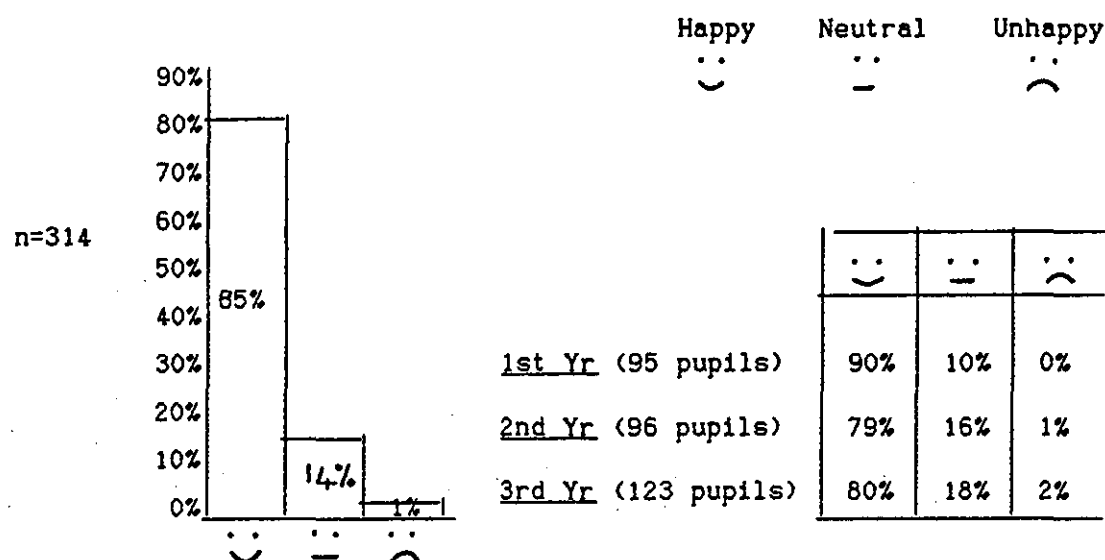


There was a steady increase in favourability towards mixed lessons from the first year through to the third year, however, it must be noted that only a few lessons had been offered to the pupils as a mixed activity and that the majority of pupils due to their lack of exposure to mixed lessons may have felt "unsure" about their response to the question.

It is interesting to note that from continued discussions and observations with the pupils they expressed a desire for more opportunities to have physical education lessons in mixed groups.

There was an overwhelming response by the majority of pupils in favour of choosing the physical activity they could participate in during the physical education lesson (see Table 6).

TABLE 6: TO SHOW HOW THE PUPILS FELT ABOUT CHOOSING THE PHYSICAL  
ACTIVITY THEY COULD PARTICIPATE IN DURING THE P.E. LESSON  
KEY



Only a very small percentage of pupils felt unhappy about choosing their physical activity and this may be due to the pupils being influenced by the following factors:-

- a) The pupils wishing to give an assumed correct answer to the question
- b) Some pupils not reading the question correctly
- c) Some pupils entirely happy about not having any choice in physical activities offered to them.

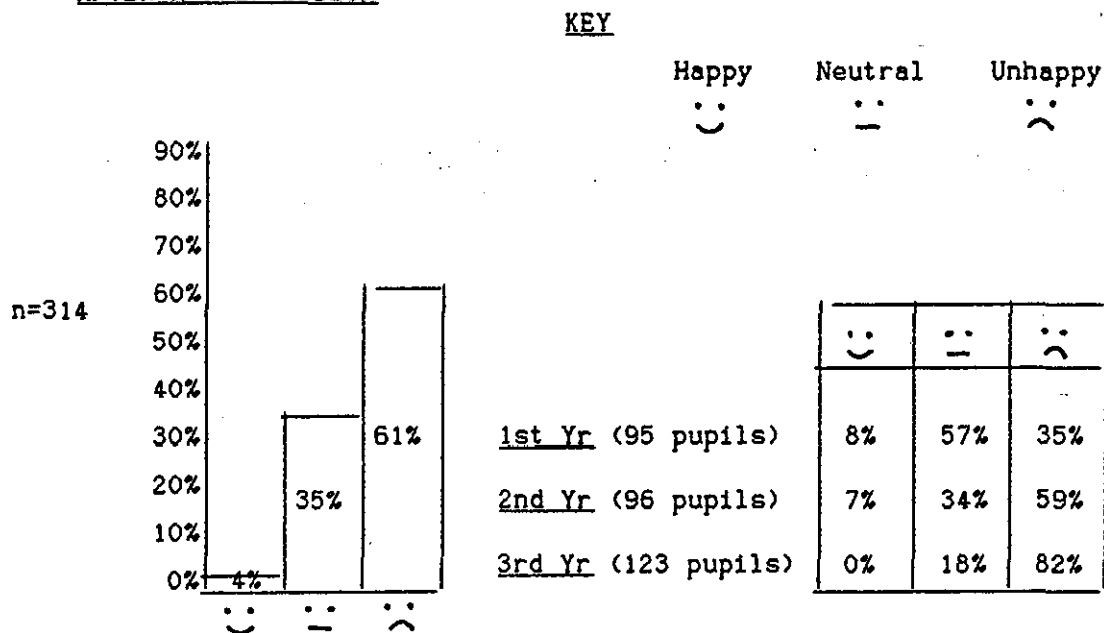
In general terms the high percentage of pupils in favour of having choice in the type of physical activity offered to them indicates a desire for the pupils to be given the opportunity to:-

- a) have more say in the content of the lesson
- b) for the teacher to be aware of the pupils' requests

c) to give the pupils more opportunities to make decisions about the physical activities offered in the lesson.

In an attempt to find out how the pupils felt about taking a shower after a physical education lesson many pupils felt unhappy about it (see Table 7).

TABLE 7: TO SHOW HOW THE PUPILS FELT ABOUT TAKING A SHOWER AFTER A P.E. LESSON



The results of the question show a steady decline in accepting showers from the first year to the third year and that very few pupils were actually happy about showering.

It may be noted here that in fact the third year pupils could opt not to have showers and no third year girls actually chose to shower after a physical education lesson during that year (1985/86) - (this new option for third year girls had been implemented by the physical education department after much consideration and due to the fact that

pupils were constantly refusing to shower, making excuses to avoid showering, being late for lessons, showering with their underwear on).

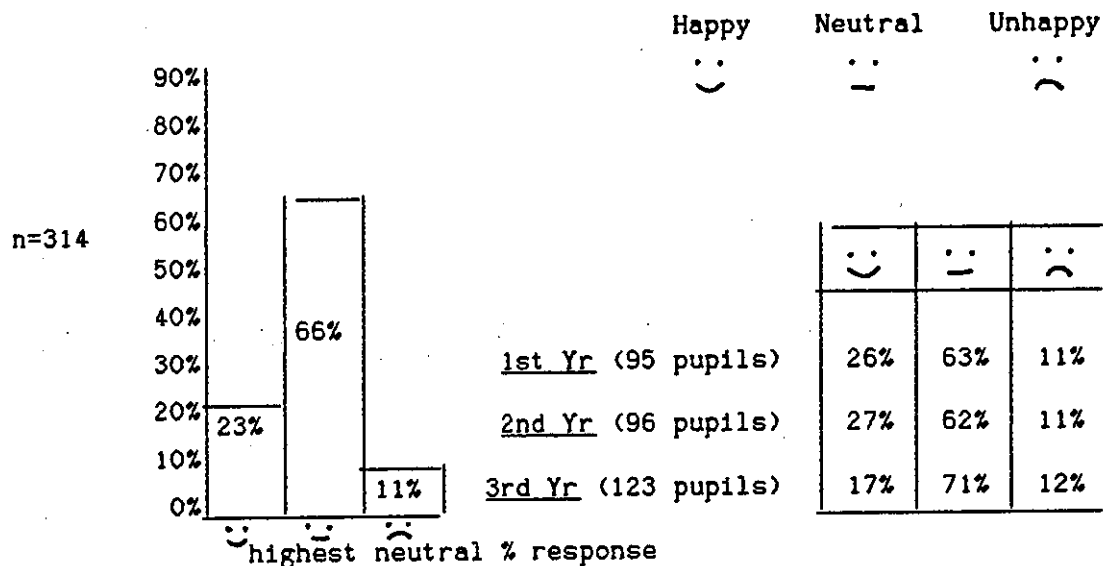
Much information was collected regarding the pupils views about showering and it seemed evident that many pupils felt awkward regarding taking a shower due to the following factors:-

- a) The showers were a walk through, communal-type.
- b) The showering area was unattractive and uninviting.
- c) The pupils felt embarrassed about showering together.
- d) There was not enough time in the lesson to shower properly.
- e) The showering area was very exposed and was in everyones view.

The majority of pupils indicated that they were "neutral" or "unsure" about competing against others in the physical education lesson (see Table 8).

TABLE 8: TO SHOW HOW THE PUPILS FELT WHEN THEY KNEW THEY WERE  
GOING TO BE COMPETING AGAINST OTHERS IN THE P. E. LESSON

KEY



Only a small percentage of pupils were unhappy about competing against others. The highest percentage of neutral or unsure responses made by the pupils may be influenced by the following:-

- Many pupils felt that they enjoyed some competitive situations (ie. like the indoor fun team-games activities, where physical skill ability was not essential) but not other competitive situations (ie. like the cross country, and athletics events)
- Many pupils indicated that they enjoyed a competitive team game if they were on the winning side (but that this was not always possible)
- Most pupils felt that competitive situations which "were

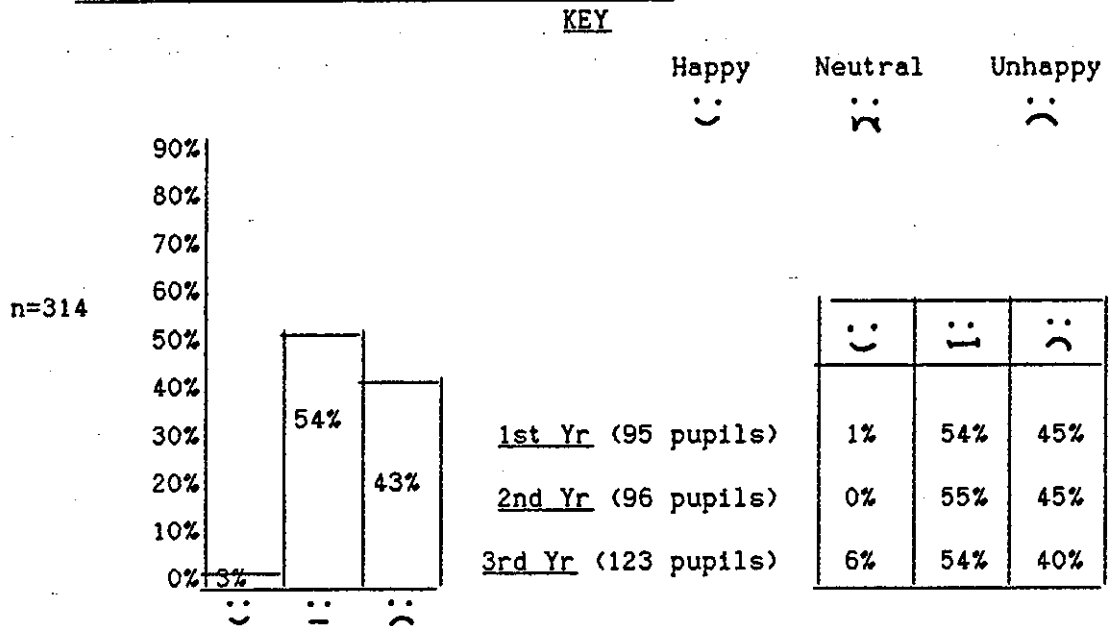


not taken too seriously" were good fun and that many pupils enjoyed being part of a team.

- d) Most pupils felt again that their views regarding competition depended on the nature of the activity and the direction of the teacher.

Very few pupils were happy about not being very good at a particular physical activity (see Table 9)

TABLE 9: TO SHOW HOW THE PUPILS FEEL WHEN THEY THINK THEY ARE NOT VERY GOOD AT A PARTICULAR ACTIVITY



2nd highest -% response

3rd highest neutral % response

The majority of pupils were closely split between feeling neutral or unsure about not being very good at a physical activity and unhappy about it. It seems evident therefore, that although the majority of pupils are "unsure" how they feel about not being very good at a

physical activity only a small percentage felt "happy" about it. These pupils may have felt happy about the area in question due to the following factors:-

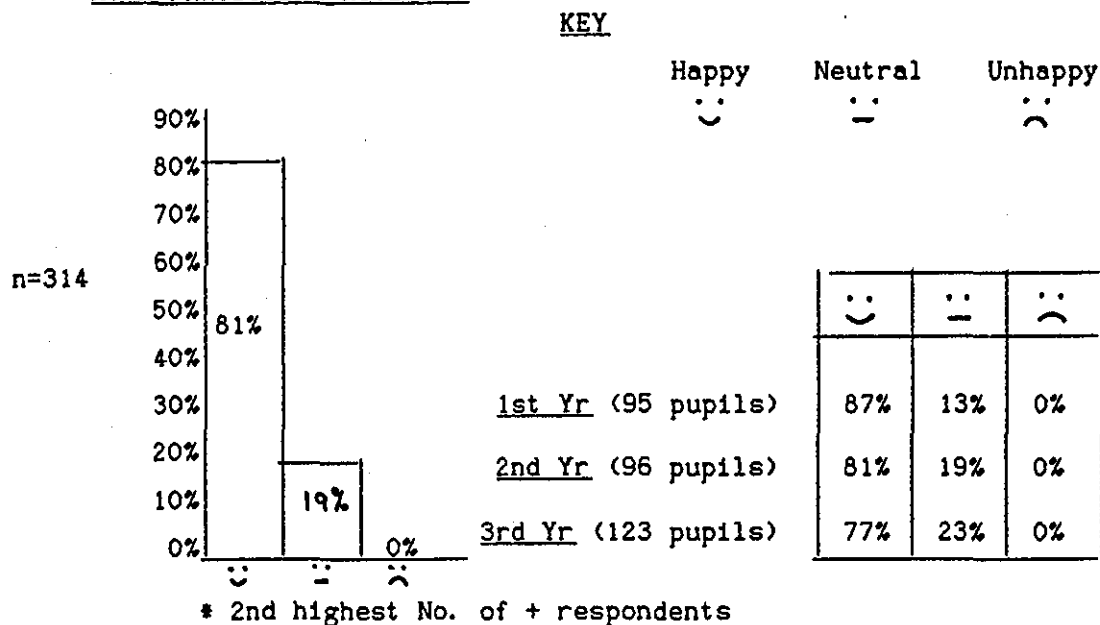
- a) misinterpretation of the question
- b) unworried about not being good at a physical activity.

On the other hand the majority of pupils who indicated their neutrality in this area may be influenced by the following:-

- a) unconcerned about not being good at a physical activity
- b) unsure as to what not being good at a particular activity actually meant.

In contrast, the majority of pupils indicated that they were happy when asked how they felt when they knew they were good at a particular activity. (see Table 10)

TABLE 10: TO SHOW HOW THE PUPILS FEEL WHEN THEY KNOW THEY ARE GOOD AT A PARTICULAR ACTIVITY



Not one pupil expressed they were unhappy about being good at a particular activity and therefore it seems evident that there was a strong indication towards feeling good at a physical activity, rather than being good at physical activity.

#### 4.2.1 SUMMARY

In a short summary, an indication may be made as to the rank order of statements responded to in this part of the questionnaire. (see Appendix Q No.5 Section 1.1a-j).

a. positive responses to the questions (see Table 11)

TABLE 11: TO SHOW RANK ORDER OF THE % POSITIVE RESPONSES TO THE QUESTIONS

(1)	Choice of P.E. activity	83%
(2)	Showing to be good at some Physical Activities	81%
(3)	Indoor lessons	67%

b. negative responses to the questions (see Table 12)

TABLE 12: TO SHOW RANK ORDER OF THE % NEGATIVE RESPONSES TO THE QUESTIONS

(1)	Showers	61%
(2)	Showing not to be very good at Physical Activities	43%
(3)	Outdoor lessons	32%

c. neutral responses to the questions (see Table 13)

TABLE 13: TO SHOW RANK ORDER OF % NEUTRAL RESPONSES TO THE QUESTIONS

(1)	Competing against others in the P.E. lesson	66%
(2)	Feelings before a P.E. lesson	58%
(3)	Showing not to be good at Physical Activities	54%

The pupils indicated that they were happy about the following areas:-

- a) Given a choice of physical activity during the physical education lesson
- b) Showing prowess at some physical activities
- c) Indoor physical education lessons (see Table 11)

In addition, the pupils showed that they were unhappy about the following areas:-

- a) Showering after a PE lesson

- b) Not very good at a particular activity
- c) Outdoor lessons (strong indication of winter outdoor lessons) (see Table 12)

Finally, the pupils felt neutral about the following areas:-

- a) Competing against others in the physical education lesson
- b) Feelings before a physical education lesson
- c) Appearing not to be very good at a particular physical activity (see Table 13)

#### 4.3. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION ONE

(see Appendix Q No.5. Section 1.2A-2D)

In an attempt to discover how the pupils felt about the physical activities offered to most of them within the framework of a physical education programme a number of activities had been chosen by the respondents as the ones they were happiest with. (see Table 14)

TABLE 14: TO SHOW HOW THE PUPILS FELT ABOUT THE FOLLOWING ACTIVITIES

KEY	Happy 😊			Neutral 😐			Unhappy 😞		
	95	96	123	95	96	123	95	96	123
ACTIVITY	YEARS 1st 2nd 3rd			YEARS 1st 2nd 3rd			YEARS 1st 2nd 3rd		
GYMNASTICS	67	58	30	22	27	<u>61</u>	6	11	32
NETBALL	53	45	54	32	34	53	10	12	16
AEROBICS	61	47	38	25	36	60	9	13	25
TENNIS (2)	67	75	92	22	20	27	6	1	4
SWIMMING (3)	74	74	80	17	15	27	4	7	16
ATHLETICS	38	40	55	38	37	44	19	19	24
HOCKEY	20	37	48	36	27	42	*39	32	33
CROSS-COUNTRY	22	18	30	33	37	37	*39	<u>41</u>	<u>56</u>
TEAM GAMES (indoors)	69	63	56	24	26	51	2	7	16
DANCE	74	68	39	15	19	45	6	9	39
FITNESS CIRCUIT	48	43	39	35	37	60	12	16	24
ROUNDERS (outdoors) (4)	52	61	<u>96</u>	25	25	18	18	10	9
ROUNDERS (indoors)	62	57	65	25	29	36	8	10	22
SOCCER	19	42	70	39	31	37	37	23	16
BASKETBALL	34	45	83	<u>41</u>	36	28	20	15	12
VOLLEYBALL	36	49	72	38	37	16	16	9	14
BADMINTON (5)	66	54	73	22	32	37	7	5	13
TRAMPOLINING (1)	<u>85</u>	<u>83</u>	89	9	11	26	1	2	8
SQUASH	52	46	60	36	<u>40</u>	51	7	10	12
TABLE TENNIS	60	48	41	31	34	49	4	14	33

KEY 61 = indicates the highest No. of responses for each year

\* = indicates an equal highest No. of responses

(Numbers) = indicates rank order of preference for all year groups collectively.

Trampolining came out as the most popular activity (81%) followed by tennis (74%) swimming (72%) rounders (outdoors) (66%) and then badminton (63%). It must be noted that the first and second year pupils had not experienced a few of the activities which had been offered to the third year and that this may have affected their preferences towards an activity; (i.e. soccer, basketball, volleyball, badminton, trampolining, squash, table tennis).

In addition, it may be noted that at the time of the questionnaire (distribution January-March 1986) the first year pupils had not experienced the summer physical education programme at the school consisting of the following activities (tennis, athletics, rounders (outdoors)).

There was an overwhelming unhappiness recorded by the pupils when relating to the cross country activity. The event was incorporated as part of a winter activity programme and the pupils were asked to run a course around the school playing fields and in some circumstances around a block of houses near to the school. Additional discussions with the pupils indicated that they did not enjoy the cross country activity for the following reasons:-

1. "It was always done in the freezing cold weather"
2. "I was never very good at it I kept coming near the end"
3. "It hurt"
4. "I was embarrassed running round the roads in our physical education kit (you know... those thin white Airtex blouses and skimpy gym knicks)".
5. "I couldn't see the point in it".

It is also important to note that the first year girls chose the game of hockey as one of the activities they were unhappy about. Continued observations and discussions showed that many of them found the game of hockey difficult to understand and the skills of the game difficult to acquire. Some pupils felt that they could never really get involved in the game and that it was always the girls who were skilful, determined and not afraid of getting hurt who always seemed to dominate the game.

In order to cross-check the information regarding the pupils feelings about certain physical activities a question asking the pupils about their preferred physical activities was incorporated. The rank order of the ten preferred physical activities for each year group was indicated (see Tables 15, 16, 17) and it is interesting to note that both the first year and the second year pupils placed trampolining as their most preferred activity. The third year girls however placed rounders (outdoor) as their preferred activity followed by tennis and then trampolining.



TABLE 15: TO SHOW THE RANK ORDER OF THE 10 PREFERRED PHYSICAL ACTIVITIES BY THE FIRST YEAR PUPILS

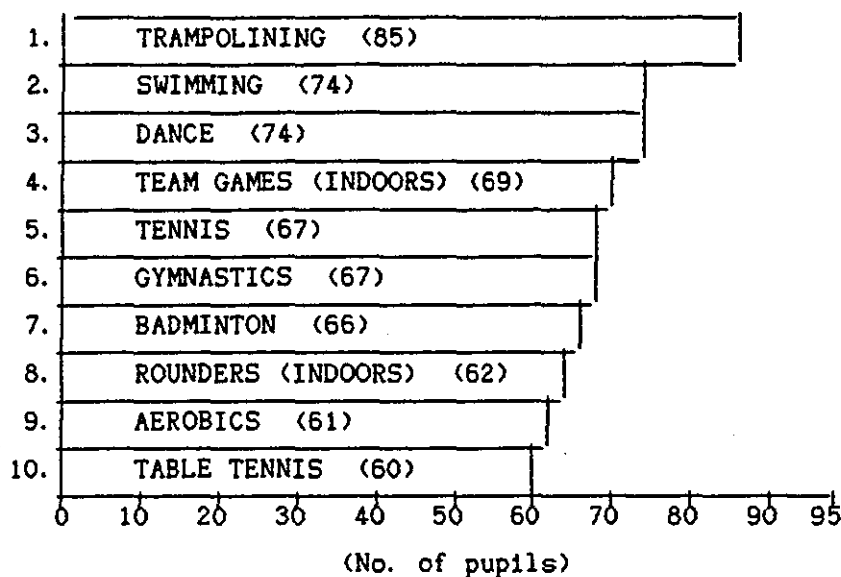


TABLE 16: TO SHOW THE RANK ORDER OF THE 10 PREFERRED PHYSICAL ACTIVITIES BY THE SECOND YEAR PUPILS

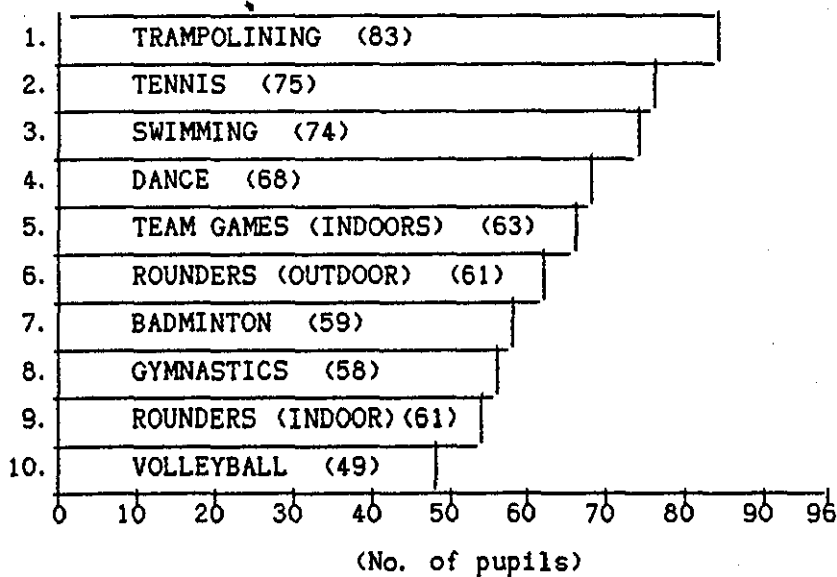
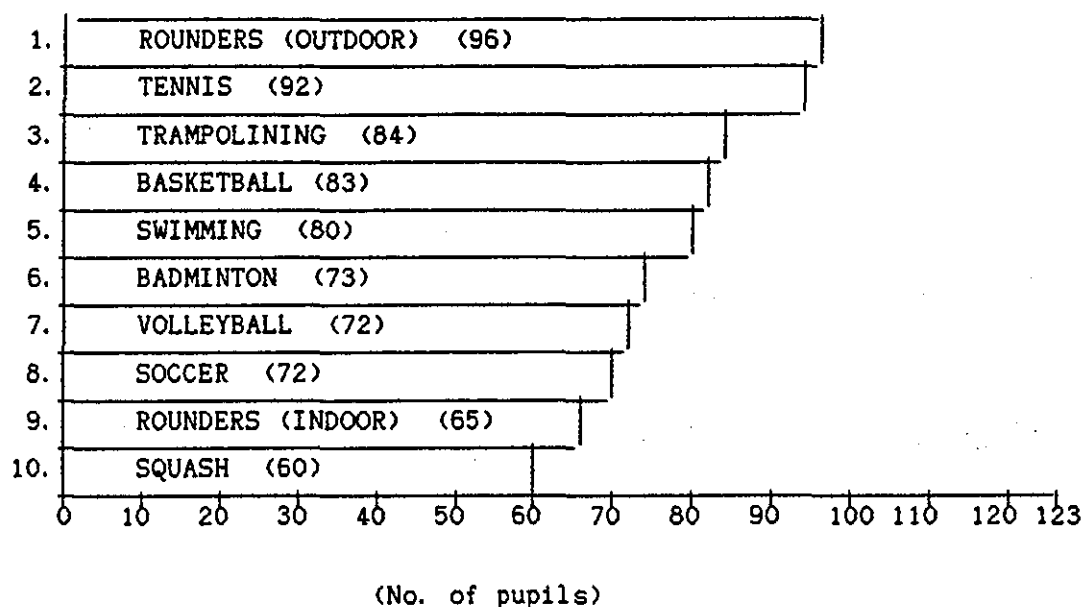


TABLE 17: TO SHOW THE RANK ORDER OF THE 10 PREFERRED PHYSICAL ACTIVITIES BY THE FIRST YEAR PUPILS



It is essential to note that not one year group has placed a "traditional team-game activity" (ie. hockey and netball) in their list of ten preferred physical activities.

However, in the pupils' list of five least preferred activities (see Tables 18, 19, 20) the first year pupils placed hockey as their least preferred activity, the second years' cross country and then hockey as their least preferred activity and the third years, cross country and then dance as their least preferred activity.

TABLE 18: TO SHOW THE RANK ORDER OF THE 5 LEAST PREFERRED PHYSICAL ACTIVITIES

FIRST YEAR (95 pupils)

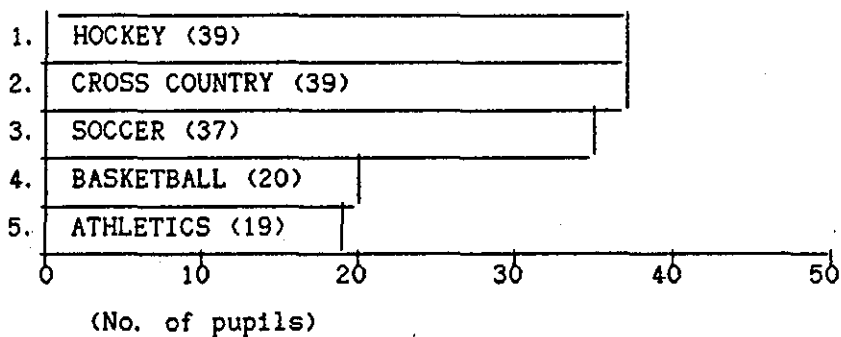


TABLE 19: TO SHOW THE RANK ORDER OF THE 5 LEAST PREFERRED PHYSICAL ACTIVITIES

SECOND YEAR (96 pupils)

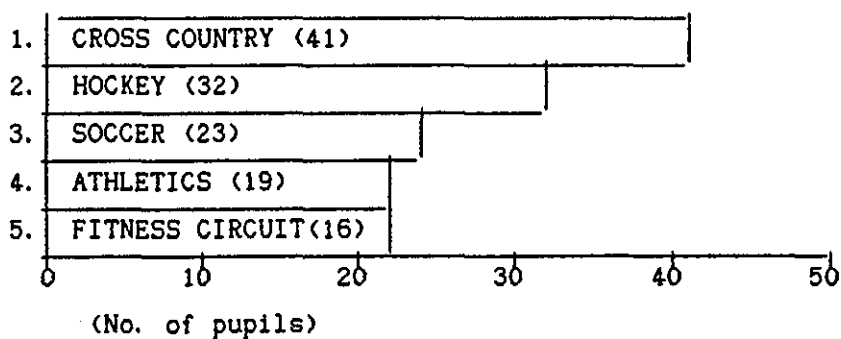
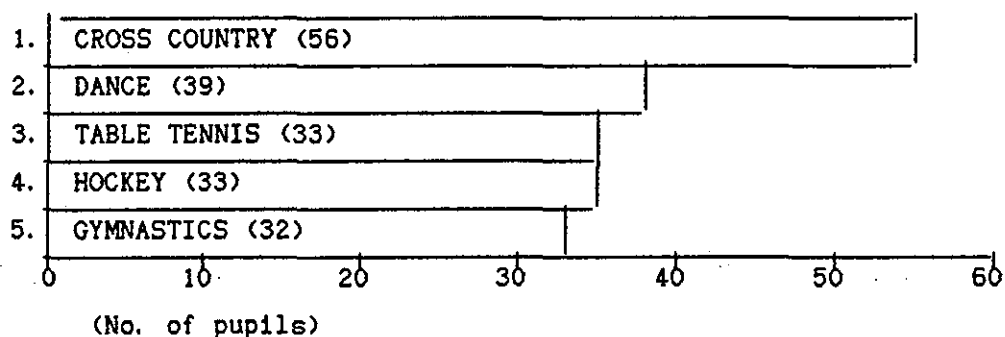


TABLE 20: TO SHOW THE RANK ORDER OF THE 5 LEAST PREFERRED PHYSICAL ACTIVITIES

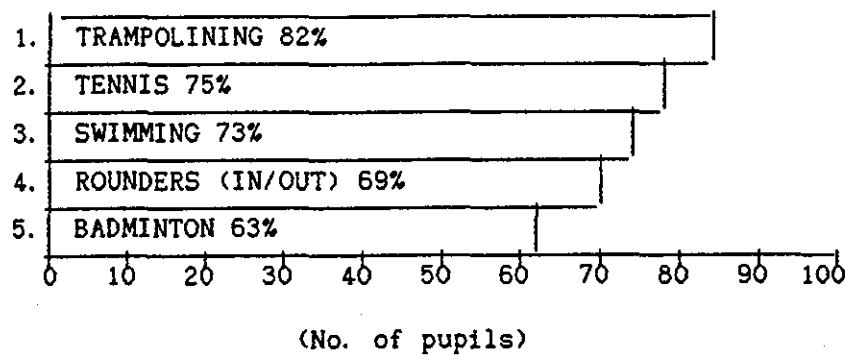
THIRD YEAR (123 pupils)



It is important to note that although the first year and second year groups placed soccer and basketball in their list of least preferred physical activities that these year groups had in fact not yet experienced both these activities and that their comments may only be seen as conjecture.

To summarise the findings of the preferred physical activities shown by all three year groups (see Table 21) the following physical activities were preferred and may be listed in rank order:-

TABLE 21: TO SHOW % IN RANK ORDER OF THE 5 PREFERRED ACTIVITIES SHOWN BY ALL THREE YEARS ALL YEARS



- Trampolining
- Tennis
- Swimming
- Rounders
- Badminton

In contrast a summary of the least preferred physical activities may be listed in rank order as follows; (see Table 22)

TABLE 22: TO SHOW % IN RANK ORDER OF THE LEAST PREFERRED ACTIVITIES SHOWN BY ALL THREE YEARS ALL YEARS

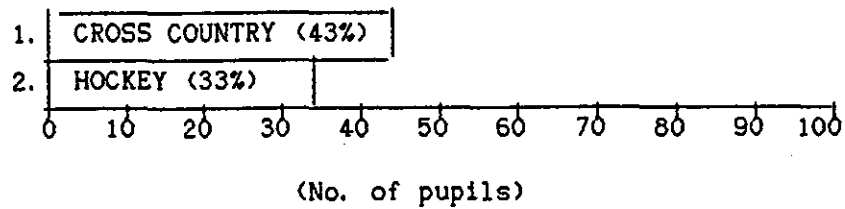


TABLE 23: TO SHOW IN RANK ORDER WHICH PHYSICAL ACTIVITIES THE PUPILS  
TAKE PART IN OUTSIDE SCHOOL (ie. in their spare time)

	ACTIVITY	1stYr (95)	2ndYr (96)	3rdYr (123)	TOTAL
1.	SWIMMING (%)	11 (12%)	32 (33%)	43 (35%)	86 (27%)
2.	CYCLING (%)	2 (2%)	16 (17%)	29 (24%)	47 (15%)
3.	HORSE RIDING (%)	9 (9%)	13 (14%)	18 (19%)	40 (13%)
4.	DANCE (%)	8 (8%)	13 (14%)	14 (11%)	35 (11%)
5.	ROLLER-DISCO (%)	0 (0%)	5 (5%)	26 (21%)	31 (10%)
6.	BADMINTON	6	8	10	24
7.	TENNIS	3	5	9	17
8.	JOGGING	3	1	9	13
8.	SQUASH	3	2	8	13
10.	WALKING	1	1	9	11
11.	ICE SKATING	2	4	2	8
12.	SOCCER	3	3	1	7
12.	GYMNASTICS	2	3	2	7
14.	ROUNDERS	1	1	2	4
15.	CROSS COUNTRY	0	3	0	3
16.	TRAMPOLINING	1	1	0	2
16.	KARATE	0	2	0	2
18.	HOCKEY	0	1	0	1
18.	ATHLETICS	1	0	0	1
18.	ARCHERY	0	0	1	1
18.	FITNESS TRAINING	0	0	1	1
18.	WEIGHT TRAINING	0	1	0	1
18.	SUB AQUA DIVING	0	1	0	1
18.	TABLE TENNIS	0	1	0	1
18.	BASKETBALL	0	0	1	1
18.	SAILING	0	0	1	1
27.	NETBALL	0	0	0	0
28.	NONE	59 (62%)	37 (39%)	41 (33%)	137 (44%)

The most popular activity during the pupils spare time was swimming. All three year groups chose this as their favourite spare-time activity.

Some pupils found that although they perhaps were not good at many of the game-like activities, or gymnastic-type activities offered at school, they were not shown up quite as much in the swimming pool environment. They were also placed in ability groups where they took part in the swimming lesson with pupils of a similar standard.

Most pupils said that they enjoyed the "different" environment offered to them during their swimming session. It was a "secure feeling" being in the water and that the effort taken during the lesson was "not too strenuous and very relaxing".

Therefore for this particular activity there seemed to be a strong connection between the pupils' enjoyment of their swimming lesson at school and their participation in swimming as a part-time activity. It is also important to note that the pupils had stated that their parents saw swimming as an enjoyable and perhaps useful activity in which to participate and this may have been reflected in the pupils response to the activity.

The second most popular activity was cycling. However, although the second and third year groups chose this activity as their second most favoured physical activity, the first year group placed this activity further down a rank order list and only 2% chose this activity as their favoured part-time activity.

Further observations and discussions with the pupils ascertained that the first year pupils did not generally as a whole go out together with their friends as much as the second and third year pupils. This seemed to be largely because many of the first year parents did not think they were old enough to go out on their own or with friends. This observation was seen therefore, as restricting the first year pupils to a large degree in their desire to participate in physical activities on their own or with friends. At this age (ie 11-12 years) many parents felt that their children should perhaps still accompany them in leisure pursuits and this may be why so few first year pupils went cycling in their spare time.

As the pupils got older however, the observations and discussions with the pupils pointed to the realisation that many of the parents started to allow their children to go off on their own or with friends more. It is also evident that many of the second and third year pupils were beginning to take more of an interest in participating in spare-time physical activities with the opposite sex. Both swimming and cycling could be undertaken in a mixed (ie. boys and girls) group and this becomes more popular as the girls get older.

The third most popular spare-time activity was horse riding. Horse riding was chosen as the third most popular physical activity by both the first and second year groups, however the third year girls chose horse riding as the fourth most popular activity (the third being roller-disco).



It may be noted that the school observed in the study was situated in a predominantly rural and middle-class environment and there was an abundance of facilities for the pursuit of horse riding in the area

The reasons given for enjoying horse riding were expressed by the pupils as follows:-

"I like animals, especially horses".

"I have my own horse"

"My parents own horses and we have a farm"

"The riding school is near where I live"

"It's great fun, and it's exciting"

"I go in for competitions most weekends"

"My friends go together to the horse riding competitions".

The fourth most popular spare-time physical activity was dancing. This activity was chosen by the second year group as their third most favoured activity (along with horse riding). The first year group also chose dancing as their third favoured activity and the third year group chose dancing as their fifth preferred spare-time activity. The younger pupils seemed to enjoy dancing in their spare time rather than the older pupils however a distinction between the two main types of dance may be referred to here. Many pupils who stated that they took part in dancing in their spare time were referring to the dancing in the local dancing schools. Dances including ballet, modern, tap, jazz and contemporary were mentioned and many of the girls had started dancing at an earlier age (ie. 8 or 9 years old). Some of the pupils had entered competitions and received certificates and awards, many had taken examinations and the majority of pupils had stressed that

they had enjoyed the dancing school because they could participate in dance shows and exhibitions. There was a good facility for dancing in the local area, with many dancing schools being available.

Further discussions with the older third year pupils, revealed that they tended to lose interest in the dance schools as they began to experience different physical activities in their spare time. Many third year girls stated that they did not continue dancing as they became more self conscious and that they preferred to go out with their boyfriends more. Some third year pupils mentioned that they went dancing in the local discotheques, however, they did not associate this activity with their previous experience of dancing schools (it must be noted therefore that there may be a discrepancy as to what is meant by "dancing" in this context.)

The fifth most popular physical activity participated by the pupils in their spare time was roller disco.

It is interesting to note that although the older third year pupils had chosen roller disco as their third favoured spare time activity the second year pupils had placed it only in sixth place and the first year pupils had not even stated that they wished to participate in roller disco at all. Further discussions and observations with the first year pupils revealed that although they would have liked to go to the roller disco sessions at the local leisure centre, their parents did not allow them to go as they thought they were too young. A similar view was expressed by the second year pupils' however some parents have started to allow them to go.

The third year pupils stated that they enjoyed the roller disco for the following reasons:-

"It's great fun"

"I go with my friends"

"We can meet up with the boys down there"

"The music's great"

"Everyone can skate quite well"

"We help each other to skate properly".

It seems therefore, that participating in roller disco is seen very much as a social experience. The girls can wear what they want (ie. latest fashions) not be shown up much by their lack of ability (ie. most of them could skate well); they could meet their friends; they could meet members of the opposite sex, and it was seen as a fun, enjoyment experience.

It is interesting to note that both hockey and netball came very low in the rank order list of preferred spare time activities. In fact only one girl participated in hockey and no girls participated in netball. Although this figure only applies to this particular school, the reasons for the girls not wishing to participate in these activities must be discussed.

Many of the pupils saw these activities as being largely participated in by girls who were of a good standard in hockey and netball. As previously mentioned many pupils felt that they were only good if they had been chosen to represent the school. Therefore only a few girls felt successful at the games. In addition, some girls

felt that they would not meet boys during the participation of these particular activities as they were seen as single-sexed activities (ie. girls playing with girls at hockey and netball) furthermore, many girls felt that they could not play with their friends during these activities as many of them were not of the same standard. Also it had been stated that some of the girls were fed-up with hockey and netball as it dominated the physical education programme and that they wanted to do "something different" in their spare time.

Another important factor may be that few girls knew of any local hockey and netball clubs unless their teacher or parents had actually encouraged them to seek information about the clubs. Finally, it is important to observe that the findings of the study reported that 44% of all the pupils had stated that they did not participate in any physical activities during their spare time. (see Tables 24, 25, 26, 27)

TABLE 24: SHOWING THE % OF CHILDREN FROM THE FIRST YEAR WHO TAKE PART IN A PHYSICAL ACTIVITY IN THEIR SPARE TIME AND THOSE WHO DO NOT PARTICIPATE IN PHYSICAL ACTIVITY IN THEIR SPARE TIME

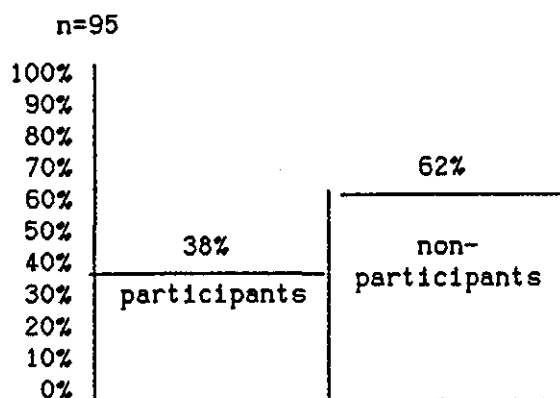


TABLE 25: SHOWING THE % OF CHILDREN FROM THE SECOND YEAR WHO TAKE PART  
IN A PHYSICAL ACTIVITY IN THEIR SPARE TIME AND THOSE WHO DO NOT  
PARTICIPATE IN PHYSICAL ACTIVITY IN THEIR SPARE TIME

n=96

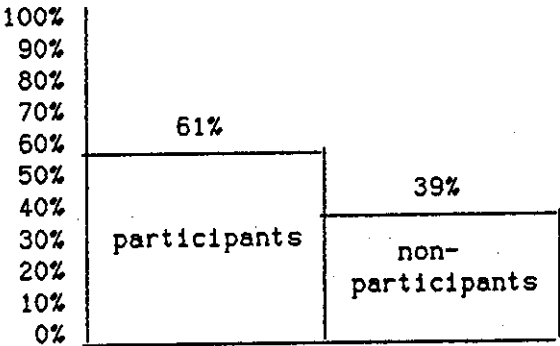


TABLE 26: SHOWING THE % OF CHILDREN FROM THE THIRD YEAR WHO TAKE PART  
IN A PHYSICAL ACTIVITY IN THEIR SPARE TIME AND THOSE WHO DO NOT  
PARTICIPATE IN PHYSICAL ACTIVITY IN THEIR SPARE TIME

n=123

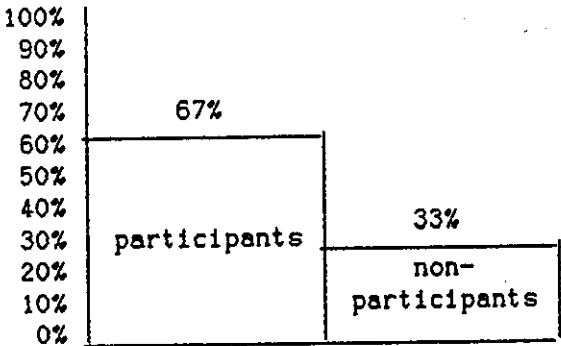
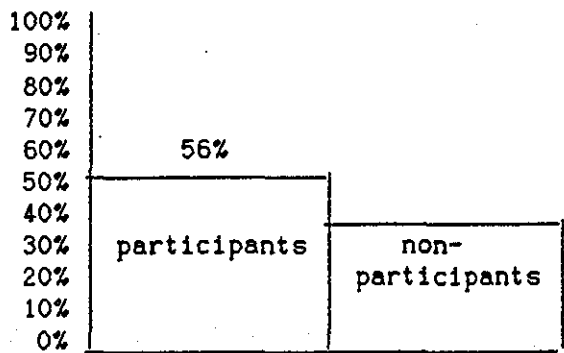


TABLE 27: SHOWING THE % OF CHILDREN FROM ALL YEARS WHO TAKE PART IN A PHYSICAL ACTIVITY IN THEIR SPARE TIME AND THOSE WHO DO NOT PARTICIPATE IN PHYSICAL ACTIVITY IN THEIR SPARE TIME



Through discussions with the pupils prior to the designing and implementing of the questionnaire many pupils had equated success at physical education as being part of a school team or club. Therefore, an inclusion was made in the study to determine how many pupils were members of a school team or club. (see Tables 28, 29, 30, 31)

TABLE 28: TO SHOW HOW MANY FIRST YEAR CHILDREN ARE MEMBERS OF A SCHOOL TEAM OR CLUB

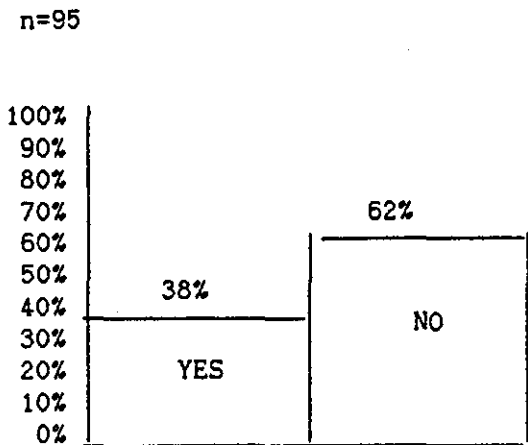


TABLE 29: TO SHOW HOW MANY SECOND YEAR CHILDREN ARE MEMBERS OF A SCHOOL TEAM OR CLUB

n=96

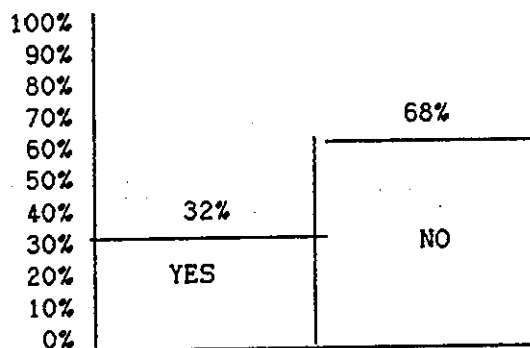


TABLE 30: TO SHOW HOW MANY THIRD YEAR CHILDREN ARE MEMBERS OF A SCHOOL TEAM OR CLUB

n=123

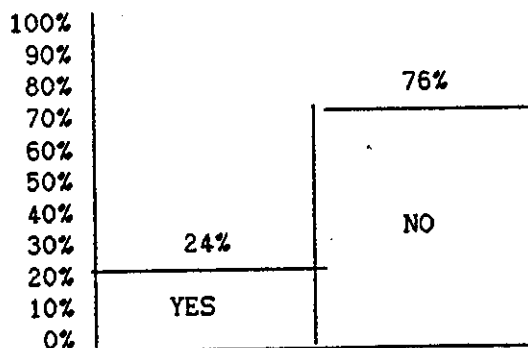
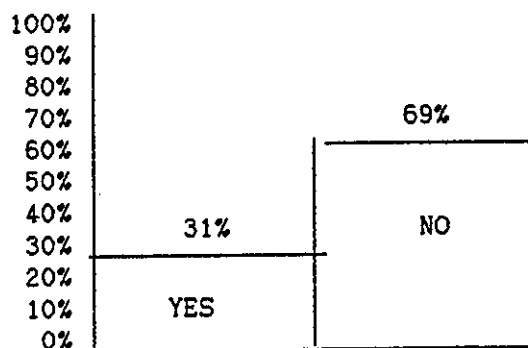


TABLE 31: TO SHOW HOW MANY CHILDREN COLLECTIVELY ARE MEMBERS OF A SCHOOL TEAM OR CLUB



The results clearly indicated that the majority of pupils at the time of asking (ie. January-March 1986) were not members of a school team or club. Only about a third of the pupils were members of a team or club. Therefore, it may be said that many pupils perhaps did not see themselves as being good at a particular activity or activities because they had not been attending a club or chosen for the school team.

It may be argued therefore, that the pupils who attended clubs and teams at this particular school were of a minority and seen as the cream of talent amongst many of the pupils. In an attempt to discover which school teams or clubs the pupils took part in, the most attended team or club was the hockey club followed by the netball club the cross country and dance club, next the gymnastics and basketball club. (see Table 32)



TABLE 32: TO SHOW IN RANK ORDER THE SCHOOL TEAM/CLUB ACTIVITIES WHICH THE CHILDREN TAKE PART IN

	ACTIVITY	1st Years	2nd Years	3rd Years	TOTAL
1.	HOCKEY	11	13	12	36 (27%)
2.	NETBALL	18	8	8	34 (10%)
3.	CROSS COUNTRY	5	4	5	14 (4%)
3.	DANCE	5	5	4	14 (4%)
5.	GYMNASTICS	7	2	0	9 (3%)
5.	BASKETBALL	0	1	8	9 (3)
7.	SWIMMING	1	3	4	8 (2%)
8.	TENNIS	0	1	6	7 (2%)
9.	ROUNDERS	0	0	4	4 (1%)
10.	ATHLETICS	0	0	3	3 (1%)

n=95

n=96

n=123

n = 314

Further observations and discussions with the pupils indicated why they had joined the teams and clubs.

Many pupils were attracted to the teams and clubs because they had been influenced by their friends encouraging them, their teacher's request or their parents' encouragement. They all had seen themselves as being good at a particular activity and the pupils felt confident and reasonably successful in their previous experiences of physical activity. The most highly motivated pupils attending the teams or clubs were the ones who had gained confidence and success at their previous school (ie. junior school) had been members of teams or clubs at an earlier date and wished to continue the admiration and status that went with the image of being a member of a school team or club.

The majority of pupils joined for social reasons (ie. being with friends; wishing to be accepted by a group of girls; wanting to be part of what is normally seen as a highly respected and talented clique). However the participants also felt that they had something to offer in the way of ability or enthusiasm or social acceptance.

Many pupils also seemed to enjoy the relationship they gained with their teacher who took them for a team or club. It was an important criteria for pupils wishing to join a team or club, the fact that they got on with the teacher and this was seen as an important factor. Some pupils stated that they admired the enthusiasm of the teacher and their willingness to give the pupils their devoted attention and extra-time for the pupils' needs. Therefore, the pupil-teacher relationship was of great importance. In addition, once the pupils had initially joined the team or club they sought praise and admiration not only from their friends or peers but more importantly the teacher. The pupils were keen to improve their standards and were highly motivated into working towards a final specified goal which may have been; winning matches against other schools; producing work for a dance show; producing routines for a gymnastics competition; winning races as an individual or part of a team.

Although it was established that only a third of the pupils were members of a school team or club when the questionnaire was issued, it was felt important to ascertain whether or not the pupils had previously been in a school team or club. (see Tables 33, 34, 35, 36)

TABLE 33: TO SHOW HOW MANY FIRST YEAR CHILDREN HAD PREVIOUSLY BEEN IN A SCHOOL TEAM OR CLUB

n=95

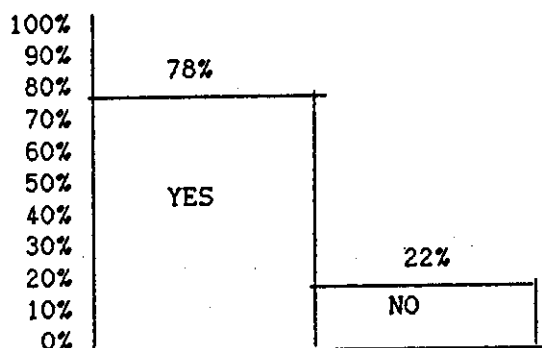


TABLE 34: TO SHOW HOW MANY SECOND YEAR CHILDREN HAD PREVIOUSLY BEEN IN A SCHOOL TEAM OR CLUB

n=96

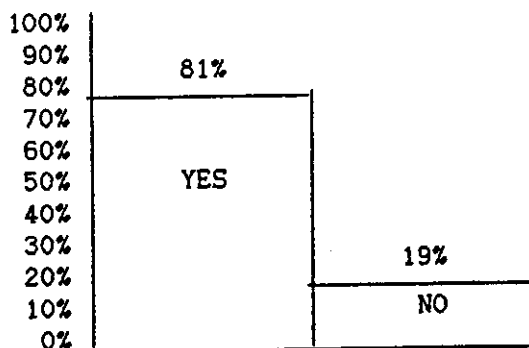


TABLE 35: TO SHOW HOW MANY THIRD YEAR CHILDREN HAD PREVIOUSLY BEEN IN A SCHOOL TEAM OR CLUB

n=123

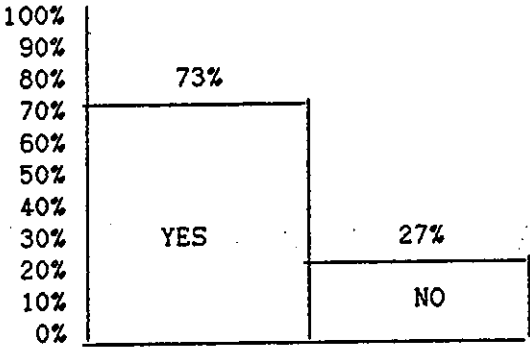
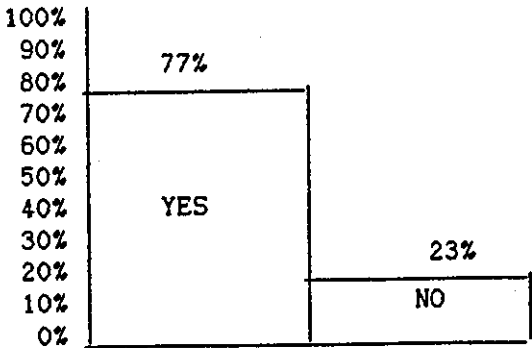


TABLE 36: TO SHOW HOW MANY CHILDREN FROM ALL YEARS HAD PREVIOUSLY BEEN IN A SCHOOL TEAM OR CLUB

n = 314



The results of the questionnaire indicated that 77% of the pupils had at sometime been a member of a school team or club. The study

shows therefore that at some stage in the child's experience of physical activity the pupil must have been motivated to the degree of wanting to become a member of a school team or club. If the previous understanding that pupils equated being a member of a school team or club with success or enjoyment of a particular activity then there seems to be an indication that the pupils tended to either lose interest or lose enjoyment in the physical activities offered to them.

The reasons the pupils stated for not participating in physical activity as they had previously done were as follows:-

"We were all keen at junior school"

"At junior school you got more of a chance to be in the school team as there was only a few to chose from"

"I always enjoyed physical activities at my junior school... as it was always good fun and we had a good team..."

"I was keen in the first year, but now I've got other interests"

"When we came to this school, we didn't manage to get into the team...there was too much competition"

"I can't run around like I used to"

"I don't like moving about as much as I did...I feel daft when I run".

These statements by the pupils seem to indicate that as the girls got older they found it more difficult to motivate themselves to participate in physical activity. This may be due to the problems associated with physical and mental development of adolescent girls. In addition fewer girls were selected for the teams at the new school (ie. aged 11-12 years) and this put many of them off trying for other teams or clubs.

To summarise therefore, many of the girls had experienced being a member of a school team or club. However, as the girls got older the enthusiasm for wanting to be a member of a team or club diminishes. Some of the results have indicated that the girls lose interest in physical activities due to their awareness of themselves (ie. self image, body image, skill ability, self consciousness), awareness of others (ie. peers put them off, teasing or calling names; other girls ability; wanting to be part of a group who do not want to join in physical activities), awareness of the opposite sex (ie. not participating in physical activity which imply non-feminine attributes not wanting the boys to see their figures, not wanting the boys to see their level of ability, not wanting to be shown up in front of the boys), becoming bored by the activities offered to them.

In order to establish where the children had previously been members of a school team or club and in which activities, the following data was collected (see Table 37)

TABLE 37: TO SHOW WHERE THE CHILDREN HAVE BEEN MEMBERS OF A SCHOOL TEAM OR CLUB AND IN WHICH ACTIVITIES

First Year      Second Year      Third Year      All Years  
n = 95            n = 96            n = 123          n = 314

ACTIVITY	JUNIOR PRESENT SCHOOL SCHOOL		JUNIOR PRESENT SCHOOL SCHOOL		JUNIOR PRESENT SCHOOL SCHOOL		TOTAL
NETBALL	43	11	36	10	45	22	167(53%)
HOCKEY	3	5	7	14	8	22	59(19%)
GYMNASTICS	14	7	10	5	13	10	59(19%)
DANCE	4	3	3	18	4	13	45(14%)
CROSS COUNTRY	8	3	4	10	5	4	34(11%)
ROUNDERS	3	0	3	1	8	3	18 (6%)
ATHLETICS	3	0	1	2	4	6	16 (5%)
BASKETBALL	4	1	0	3	0	6	14 (4%)
SWIMMING	4	0	2	0	4	2	12 (4%)
TENNIS	0	0	1	1	0	4	6 (2%)
AEROBICS	3	0	0	0	0	0	3 (1%)
SOCCER	1	0	1	0	1	0	3 (1%)
BADMINTON	0	0	2	0	0	0	2 (1%)

43 = most popular team or club activity

The most popular physical activity participated in as a school team or club activity was netball. It is interesting to note that it was at the junior school where the majority of pupils had been a member of a school team or club.

Both hockey and gymnastics were second in the most popular school team or club activity. Hockey seemed to be participated in more at the high school (ie. 11-14 years), gymnastics was participated in more

at the junior school. The results seem to indicate therefore, that more pupils seem to have been a member of a school team or club at their junior school.

#### 4.3.1. SUMMARY

To summarise the findings in this part of the questionnaire (see Appendix Q. No.5 Section one 2A-2D), Trampolining was considered to be the most preferred physical activity offered to the pupils, followed by Tennis, Swimming, Rounders (outdoors) and Badminton. The least preferred physical activities were Cross-country and Hockey. The most popular physical activity participated in outside school was Swimming. Cycling was the second most popular activity followed by Horse-riding, Dancing then Roller-disco. 44% of all pupils stated that they did not participate in any physical activity during their spare time. The majority of pupils did not attend a school club or team. Only a third of the pupils did attend. 77% of all pupils had at one time belonged to a school team or club. In addition, the majority of pupils had been a member of a school team or club at Junior school. The most popular activity participated in as a team or club activity was netball. Both hockey and gymnastics were second in the most popular school team or club activity. Hockey seemed to be participated in more at the High school (11-14 years) and gymnastics was participated in more at Junior school.



#### 4.4 ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION 2

(see Appendix Q. No.5. Section 2. A1-A10)

In an attempt to discover which physical activities the pupils actually preferred the pupils were asked to indicate their three favourite activities in descending order of preference. Each year group chose a different activity as their favourite activity.

The first years chose dance the second years favoured swimming and the third year's most popular activity was tennis (see Tables 38, 39).

TABLE 38: TO SHOW THE PUPILS 3 FAVOURITE PHYSICAL ACTIVITIES

	FIRST YEAR n=95	SECOND YEAR n=96	THIRD YEAR n=123
1st Most popular activities	DANCE (26%) SWIMMING (18%) NETBALL (13%)	SWIMMING (19%) DANCE (16%) TENNIS (10%)	TENNIS (17%) ROUNDERS (10%) SWIMMING (8%)
2nd Most popular activities	DANCE (25%) GYM (17%) NETBALL/ (6%) SWIMMING	GYM (15%) SWIMMING (14%) DANCE (10%)	BASKETBALL (19%) SWIMMING (9%) ROUNDERS (9%)
3rd Most popular activities	SWIMMING (13%) GYM (11%) NETBALL (9%)	TENNIS (18%) DANCE (14%) GYM (9%)	HOCKEY (8%) BASKETBALL (8%) SOCCER/ (5%) SWIMMING

TABLE 39: TO SHOW THE PUPILS MOST POPULAR ACTIVITIES COLLECTIVELY

Most Popular Activities

(rank order)

1st Choice

SWIMMING	45%	Favourite Activity
DANCE	42%	(NB not third year)
TENNIS	27%	(NB first years had not done tennis)
NETBALL	13%	(only 1st years)
ROUNDERS	10%	(1st years only indoor rounders)

2nd Choice

DANCE	35%
GYMNASTICS	32%
SWIMMING	20%
BASKETBALL	11%
ROUNDERS	9%
NETBALL	6%

3rd Choice

GYMNASTICS	20%
SWIMMING	18%
TENNIS	18%
DANCE	14%
NETBALL	9%
HOCKEY/BASKETBALL	8%
SOCCER	5%

When the chosen activities were collated altogether the most preferred physical activity listed by all year groups was swimming. It is interesting to note that the major team games (ie. netball and hockey) were placed well down the rank order list of preferred activities (However, netball was chosen by the first year pupils as a relatively favoured activity).

To summarise, although the different year groups seemed to favour a variety of physical activities; the first years placed dance, swimming and netball as their preferred activities. The second years chose swimming, dance and tennis as their favourite activities and the third years listed tennis, rounders and swimming as their favoured activities.

All year groups together placed the following physical activities as their preferred activities: -

Rank Order

Swimming

Dance

Tennis

Netball

Rounders

Swimming was nominated by all year groups as the most popular activity. Dance was popular with both the first and second year groups but not the third years. Tennis was popular with both the second and third year pupils, however the first years had not yet experienced tennis in their physical education programme.

Netball was only chosen by the first years and rounders was extremely popular with the third years (however again the first years had not experienced outdoor rounders in their physical education programme). It is also interesting to note that two new activities

incorporated into the physical education programme in the same academic year were also popular; those of basketball and soccer.

The reasons behind the pupils preference for the chosen physical activities were also recorded. (see Table 40)

TABLE 40: TO SHOW THE REASONS BEHIND WHY THE PUPILS PREFERRED THEIR PARTICULAR FAVOURITE ACTIVITY

<u>Statements</u> (frequently referred to) <u>Rank order</u> (6 common statements) <sub>n=</sub>		1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	"It's fun, enjoyable, I like it, happy, it's a laugh....." - (satisfaction)	63%	70%	70%	65%
2.	"I'm good at it....." - (self esteem)	31%	15%	27%	23%
3.	"I enjoy playing together, as a team. I like making things up with my friends, can relax with others, I like being with my friends..." - (social contact)	11%	18%	23%	17%
4.	"I like moving....I enjoy running, It's fast, exciting....." - (movement)	5%	7%	10%	7%
5.	"Keeps you fit....you feel good... you get good exercise....."	11%	2%	5%	6%
6.	"I like being outside in the warm weather,....I prefer being indoors in the warm.... it's a good atmosphere indoors....."	4%	4%	12%	6%

All year groups chose the statements associated with It's fun, enjoyable, I like it...., happy...., it's a laugh, as being the main reason behind preferring a particular physical activity. The pupils indicated that they got satisfaction and pleasure from their chosen activities and the experience of enjoying themselves and having fun far outweighed any other reason for liking a particular activity.

The second most important criteria for the pupils preference in choice of activity was that they wanted to be good at it. Further discussion with the pupils indicated that in a physical education lesson in particular it was important to be seen as being good at physical activity. In a situation where the pupils are exposed and not sitting securely behind a desk the environment is created where a person who is not talented at physical activity, can feel embarrassed, humiliated, shown up, made to look stupid and consequently, least likely to be accepted or respected as a member of the group. Some pupils explained that they lost confidence in physical education from an early age (ie. 9-10 years old) and this put them off physical education. Although they wanted to do well at physical activity, they felt that they were not good at physical education and could never see themselves improving.

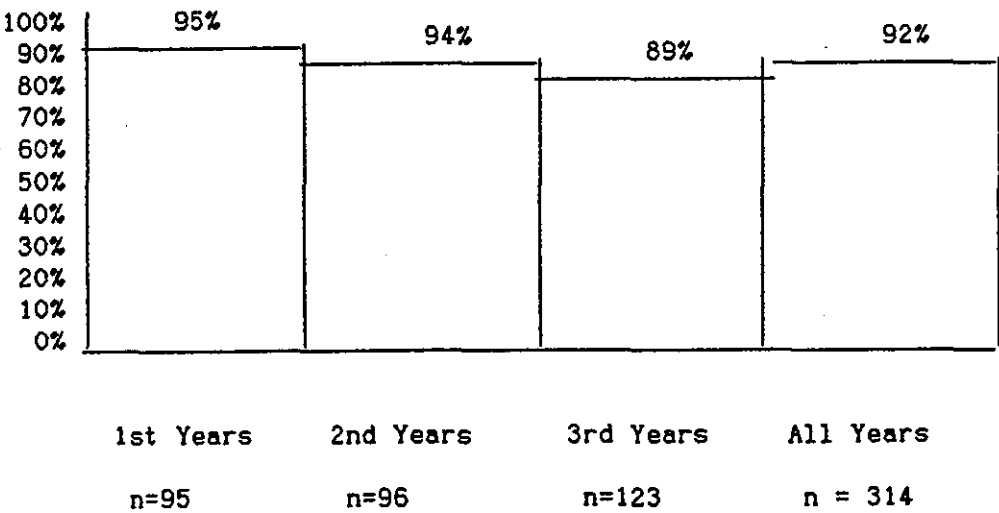
The third most important reason for the pupils preference in choice of activity was the social contact element. Many pupils enjoy the playing together in a team situation and even though playing in a team situation for many pupils can be socially difficult, the pupils stressed that they wanted to be accepted and feel part of a team. Some pupils preferred their chosen activity so that they could be with

their friends and enjoy the security a group of friends can provide. Other pupils wished to take part in their chosen activity as it enabled them to become a member of a small group. In this group they felt secure and liked to create and work out ideas for the physical education lesson on their own.

To summarise, the pupils placed enjoyment as the most important criteria for participation in physical activities. Secondly, they wished to be successful at the activity. Finally, the pupils enjoyed the social contact element associated with physical activity and they wished to be accepted as a member of a group; small or large.

In order to discover whether there was a relationship between the pupils' favourite activity and the activity the pupils were best at, the following observations were made (see Table 41)

TABLE 41: TO SHOW THE RELATIONSHIP BETWEEN THE PUPILS FAVOURITE ACTIVITY AND THEIR BEST ACTIVITY



The pupils have stressed through previous interviews with them that they equated being good at a physical activity with the enjoyment or liking for a particular activity. Therefore, it was only through the collation of the pertinent data that the pupils' views regarding the relationship between their favourite activities being good at the activity, became evident. There was an overwhelming percentage of pupils who stated that their favourite activity was also the activity they were best at.

This discovery also had implications for the next area in question; that of the pupils' dislikes in their physical education lessons (see Table 42).

From the 314 questionnaires which were completed regarding the answering of the open-ended question, "what do you dislike about your physical education lessons?", a number of statements occurred.

The statements were then categorised and similar responses were placed under each category and analysed as a percentage. The most referred to area of dislikes was "going out in the cold". Although the second and third year pupils did not give as much priority to this statement as the first year pupils, this area of dislikes was referred to by all groups. Many of the pupils had stated that they hated going outside in the winter months to take part in physical activity. Some pupils related going out in the freezing cold with their experience of cross country, hockey and netball activities.

Consequently, the weather may be an important factor in determining attitudes towards these activities. Furthermore, the first year pupils named this area as being the factor they disliked the most in physical education lessons.

TABLE 42: TO SHOW WHAT THE PUPILS' DISLIKED ABOUT THEIR P.E LESSONS  
STATEMENTS (frequently referred to)

	RANK ORDER (13 statements) n=	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	"...going outside in the cold"	34%	26%	20%	26%
2.	".....showers..."	19%	38%	12%	22%
3.	"...teachers...hard to please... talk too much....listening to the teacher..."	6%	8%	24%	13%
4.	".....don't dislike anything	11%	4%	6%	7%
5.	".....don't like hockey..."	6%	5%	4%	5%
6.	"....the P.E. kit...."	5%	4%	6%	5%
7.	"....girls wasting time...."	2%	6%	7%	5%
8.	"....don't like cross country...."	0%	12%	0%	4%
9.	"....large groups...you don't get much attention...groups too big.."	0%	0%	12%	4%
10	"....can't do it...don't like skills....I'm not very good..."	6%	0%	3%	3%
11	".....? boring choice of activities ...the same activities...boring.."	0%	0%	9%	3%
12	"..doing skills,...boring...I wish we could get on with the game..."	0%	0%	3%	1%
13	"....lessons are too short..."	0%	0%	2%	1%



Continued observations and discussions with the pupils indicated that they thought the physical education kit was too impractical for cold weather conditions (ie. thin shirts, jumpers and skirts). Many of them would have liked to have warm tracksuits, but many pupils did not own a tracksuit as this was normally viewed by parents as being an extra expense. It was also evident that first year girls in particular wished to conform with the physical education kit regulations and as very few, if any girls wore tracksuits they wanted to be and look the same as the majority of the pupils.

In addition, comments from all the year groups indicated that many of them felt there was "too much standing around listening to the teacher" in the outdoor winter games. They would have preferred to have been more active.

The second most referred to dislike was showers. Although all the year groups felt strongly against taking a shower after the physical education lesson, the third year pupils in fact did not have to shower and therefore, this may account for fewer third year pupils choosing showers as their area of dislike. (see Table 42)

The second year pupils showed the highest strength of feeling against showering and chose this area as their main dislike in their physical education lessons. Furthermore, the first year pupils also placed showering second in their list of dislikes in the physical education lesson. In attempting to understand why the pupils felt so strongly against having showers after the physical education lesson the following observations were made:-

Many pupils indicated that they did not like having a shower with all the other girls. They felt embarrassed and awkward regarding the open-ness of the showering area and thought the showers should be individual cubicles and not a public walk-through. Some pupils felt that after most physical education lessons they did not need a shower as they had not been sufficiently active to warrant a shower. Others felt that the showers were untidy and not very clean and this put them off the experience. In addition, the pupils felt that they always had to hurry in the showers, not only as there was little time at the end of the lesson, but also because up to 60 to 70 girls needed to go through the showers.

The third main area of dislike referred to by the pupils was that the teachers talked too much; kept the pupils waiting while he/she coached and demonstrated the skills and techniques of the games, etc and were hard to please.

Further discussions with the pupils indicated that the teacher's personality and approach towards the pupils and the way in which the physical education lessons were conducted, had an important influence on the pupils' likes or in this case dislikes towards the lesson. Some pupils, especially the third pupils felt that at times the teacher did not listen to their opinions, dominated the lesson through teacher-directed instructions and did not allow the pupils to have more choice in the structure of the lessons. Many third year pupils wanted more responsibility in the lesson and objected to being treated like first year pupils.

In addition, many third year pupils stated that some teachers listened to them and discussed the lessons with them and they felt they were treated more like adults. However, the teachers who did not seem to adapt to the older pupils in their approach towards them became disliked by the pupils and there never seemed to be a good understanding or relationship between the teacher and the pupil.

To summarise therefore, although first and second year pupils seemed to cooperate and conform quite well to the organisation of the physical education lesson and to the approaches of the teachers themselves, by the time the pupils got to the third year they became more inquisitive towards their teachers' methods and styles of teaching and less ready to accept the teacher's approach without questioning.

In contrast, it is also important to establish what the pupils liked about their physical education lessons.

As with the area of dislikes in physical education, the statements which re-occurred through the pupils' responses to the area of likes of the physical education lesson, were listed under the most frequently referred to headings. (see Table 43)

TABLE 43: TO SHOW WHAT THE PUPILS LIKED ABOUT THEIR P.E. LESSONS (AND THE REASONS WHY)

STATEMENTS (frequently referred to)

	RANK ORDER (15 statements) n=	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	"...it's a laugh, enjoying yourself ....fun...."	18%	33%	41%	32%
2.	"....the activities..."	18%	40%	28%	28%
3.	"....being with friends... working together..."	6%	25%	28%	21%
4.	"...it's a break from work...."	8%	9%	20%	13%
5.	"....keeps me fit and healthy..."	15%	9%	11%	12%

The most referred to area of likes was "It's a laugh, you can enjoy yourself... it's fun. Both the first year and the third year groups placed this area first in their indications towards what they liked about the physical education lessons. The second year pupils placed it second in order of priority.

The second referred to area of likes was that the pupils enjoyed the "activities" which were offered to them in the physical education programme. The first year pupils felt that this area of likes was just as important as the enjoyment aspect of the physical education lesson. The third year group placed it equal second in priority along with the being with friends category and the second year group felt

that the activities was the most important area associated with their reasons for liking the physical education lessons.

For the purpose of the categorisation the term activities included all the pupils' statements which had referred specific activities, for example; (usually the pupil's preferred activity....ie. swimming, dance, tennis, basketball etc). It is evident that the term activities cannot refer to every physical activity the physical education programme offered; rather that the pupils selected their own particular activity and seemed to equate a liking for physical education with their favourite activities.

The third most referred to area associated with the pupils' likes in their physical education lesson was the "being with friends... working together" category.

Although the first year pupils did not see this area as being the most important criteria associated with their liking for physical education, the second year pupils placed it third in priority and the third year pupils equal second in order of importance. It is interesting to note that the third year pupils seemed to place more emphasis on the importance of being with friends... working together (ie. social contact) than the younger pupils. However, the enjoyment and fun aspect of the physical education lesson seems overall to be the most important aspect associated with the pupils liking for physical education lessons.

In order to gain a wider view regarding children's perceptions of physical education it is necessary to discover why the pupils think they do physical education in school.

All year groups stated clearly that they thought they did physical education in school to keep themselves fit and healthy (see Table 44).

TABLE 44: TO SHOW WHY THE PUPILS THOUGHT THEY DO P.E. IN SCHOOL  
STATEMENTS (frequently referred to)

	RANK ORDER (10 statements) n =	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	"...to keep you fit and healthy.."	80%	78%	61%	72%
2.	"....break from lessons..."	1%	7%	21%	11%
3.	"....to educate you...to learn things..."	10%	12%	6%	9%
4.	"....for when we leave school... some people don't do it outside school..."	0%	10%	6%	5%
5.	"...so you can learn to work together...."	1%	6%	3%	3%
5.	"...to see what sports we're good at....."	0%	4%	6%	3%
7.	"...chance to do different activities..."	0%	0%	5%	2%
7.	"...to enjoy yourself...."	2%	3%	2%	2%
9.	"...so we don't get lazy....."	0%	2%	2%	1%
9.	"...so that we can be P.E. teachers"	0%	1%	2%	1%

During further discussions with the pupils they felt that although they believed that physical education was offered to them in order to keep them fit and healthy, the amount of time they actually had for physical education was very limited. Some pupils held the view that it took the large class a long time to get organised and no sooner had the activity started, than it was time to pack up and get changed for the next lesson. Many felt they should have physical education more often and longer lessons. The second most expressed reason for doing physical education in school was that it was "a break from lessons".

It is interesting to note here that the third year pupils placed more emphasis on this reason than the first and second year pupils. Many third year pupils felt that the developing pressure of work towards examinations and assessments in the third year put a hidden strain on the pupils. Consequently, many pupils felt that taking part in physical education was a break from sitting behind a desk all day, concentrating on academic work.

The third most popular reason for doing physical education in school was that "it educated you.... you learned things..."

Here again the third year pupils' views contrasted with the first and second year pupils. The third year pupils placed less emphasis on this area and further discussions ascertained that third year pupils were not keen on learning the same "things" in activities they had done in previous years. In addition, the desire for third years to go straight into a game or activity, rather than listen to the teacher teaching skills or tactics was very evident. Both the first and

second year groups felt that physical education was a learning situation, where they could learn the rules of the games, develop their skill level and become more aware of working together in a team or group. They accepted the "dominating" role of the teacher rather more than the third year girls.

In an attempt to see whether the pupils' parents might influence their children's perceptions of physical education through their own attitudes towards physical activity and physical education, it is important to see whether the parents actually participated in any physical activity during their spare time. Furthermore, parents who do participate in physical activity may have a more favourable attitude towards physical activity and therefore physical education, rather than those parents who do not. Consequently, those parents with positive attitudes towards physical activity may influence their children's perceptions of physical activity favourably and those parents who have a more negative attitude towards physical activity may relay an unfavourable influence on their children.

In addition to observing the percentage of parents who participate in physical activity and those who do not participate in physical activity during their spare time, it is also important to see which activities the pupils' parents take part in. (see Tables 45, 46)



TABLE 45: TO SHOW IN WHICH PHYSICAL ACTIVITIES THE PUPILS' PARENTS TOOK PART

	RANK ORDER (activities) n=	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	SWIMMING	13%	24%	21%	19%
2.	SQUASH	20%	14%	16%	17%
3.	BADMINTON	10%	19%	19%	16%
4.	SOCCER	10%	3%	8%	7%
5.	KEEP FIT	8%	7%	5%	6%
5.	RUNNING/JOGGING	3%	7%	8%	6%
5.	TENNIS	4%	7%	6%	6%
8.	HORSE RIDING	3%	7%	2%	4%
8.	CYCLING	2%	5%	3%	4%
8.	WALKING	3%	1%	8%	4%
8.	CRICKET	5%	5%	3%	4%
12	GOLF	1%	3%	4%	3%
13	WEIGHT TRAINING	2%	2%	2%	2%
13	AEROBICS	3%	2%	2%	2%
14	DANCING	1%	3%	1%	1%
14	NETBALL	1%	3%	1%	1%
14	HOCKEY	2%	2%	0%	1%
14	RUGBY	0%	2%	2%	1%

TABLE 46: TO SHOW THE % OF ALL PARENTS WHO PARTICIPATED IN PHYSICAL ACTIVITIES IN THEIR SPARE TIME AND THOSE THAT DID NOT

KEY	First Year	Second Year	Third Year	All Years
Parents who participate in physical activity in their spare time	60%	60%	62%	61%
Parents who do not participate in physical activity in their spare time	40%	42%	37%	39%
n =	95	96	123	314

Swimming was the most popular physical activity participated in by the parents in their spare time, followed by squash, badminton, soccer and then keep fit, running/jogging and tennis equally. It is interesting to note that netball, hockey and rugby considered by many parents to be the activities they were offered mostly at school came low in the list of preferred leisure activities. The exception was soccer.

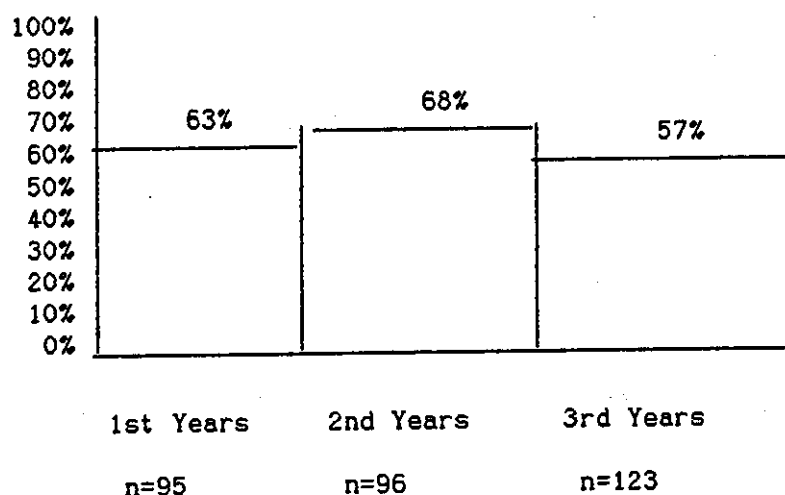
In addition, 61% of parents participated in physical activity in their spare time as opposed to 39% of the parents who did not.

To summarise therefore the majority of parents participated in physical activity in their spare time and this may have a marked influence on their children's attitudes towards physical activity and physical education.

An additional area of possible influence of pupils' perceptions of physical education was that of their closest friends. It was necessary to discover whether there was any relationship between the pupils' closest friends' activity interests and their own favourite activities.

The results showed that many pupils indicated that their most popular activity also tended to be the same as their closest friends (see Table 47).

TABLE 47: TO SHOW THE RELATIONSHIP BETWEEN THE RESPONDENTS CLOSEST FRIENDS' ACTIVITY INTERESTS AND THEIR OWN FAVOURITE ACTIVITY



Therefore, the majority of pupils seemed to favour the same activities as their friends and consequently, this may be seen as a possible influence on the pupils perceptions of physical activity and in addition physical education.

An attempt was also made to identify the physical activities the pupils would like to learn in physical education. (see Table 48), in order to establish whether the pupils' choices related to the physical education programme offered to them at the school.

TABLE 48: TO SHOW THE NEW ACTIVITIES THE PUPILS WOULD LIKE TO LEARN IN  
P. E.

	RANK ORDER - list of activities n=	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	TRAMPOLINING	<u>27%</u>	25%	24%	<u>25%</u>
2.	VOLLEYBALL	5%	<u>29%</u>	<u>33%</u>	23%
3.	BADMINTON	8%	13%	17%	13%
4.	SOCCER	3%	22%*	1%*	8%
5.	SQUASH	6%	8%	7%	7%
6.	SWIMMING	2%*	5%	8%	5%
6.	BASKETBALL	4%	14%	0%*	5%
8.	RUGBY	0%	2%	7%	3%
8.	CRICKET	2%	3%	4%	3%
8.	TABLE TENNIS	2%	5%	2%	3%
11	CYCLING	3%	2%	1%	2%
11	JUDO	0%	5%	0%	2%
13	SELF DEFENCE	0%	1%	2%	1%
13	CANOEING	0%	0%	2%	1%
NB	"NO CHANGE"	17%	9%	9%	11%

NOTES

(\* Activities already offered in the P. E. programme)

(\_\_% Activity chosen as first choice for each year)

(NB. Many 3rd year pupils who opt for a leisure activity programme have the opportunity of participating in the following activities:-

TRAMPOLINING  
VOLLEYBALL  
BADMINTON  
SQUASH  
SWIMMING  
TABLE TENNIS

The first and second year pupils had only experienced a limited number of activities within their physical education programme compared with the third year pupils and this may have influenced their physical activity preferences.

The first year pupils chose trampolining, badminton and squash as their preferred new activities. It is also interesting to observe that a higher proportion of first year pupils were seemingly satisfied with their physical education programme than the second and third year pupils, as they indicated on their questionnaires a no change statement.

Second year pupils chose volleyball, trampolining and soccer as their preferred new activities. Many second year pupils found soccer appealing as they had observed the third pupils playing soccer as part of their physical education programme. They felt it was something new and many of them thought it looked good fun and exciting.

Third year pupils chose volleyball, trampolining and badminton as their preferred new activities. Although many third pupils had experienced these activities at the leisure centre, during an option lesson it is interesting to see that these activities seem popular with the majority of older pupils. It may be noted that soccer and basketball were already being offered to the third year pupils in their physical education programme and that this may have influenced their response to this question.

To summarise, all year groups collectively chose trampolining volleyball, and badminton as their preferred new activities. It is interesting to note that none of the activities would be played outdoors and two out of the three activities may be classified as individual or partner orientated activities rather than team/games.

Continuing the aim of establishing what the pupils would like to learn in their physical education programmes, it is important to observe what changes the pupils would like to see in their physical education lessons (see Table 49).

TABLE 49: TO SHOW WHAT CHANGES THE PUPILS WOULD LIKE TO SEE IN THEIR P.E. LESSON

	RANK ORDER Statements referred to	n=	1st Yrs 95	2nd Yrs 96	3rd Yrs 123	TOTAL 314
1.	"No change"		<u>27%</u>	18%	17%	20%
2.	"More activities, different activities"		20%	17%	19%	19%
3.	"More choice of activities"		4%	5%	<u>30%</u>	15%
4.	"No showers, optional showers"		5%	<u>34%</u>	3%	13%
5.	"Longer lessons"		16%	13%	2%	10%
6.	"Different P.E. kit"		5%	9%	13%	9%
6.	"No outdoors, when cold"		16%	10%	5%	9%
8.	"Smaller P.E. groups"		0%	2%	9%	4%
8.	"Bigger changing rooms"		2%	3%	5%	4%
10	"Better equipment"		0%	7%	2%	3%
10	"More P.E. lessons"		3%	2%	3%	3%
12	"No hockey"		3%	2%	0%	2%
12	"More swimming"		2%	2%	0%	2%
14	"Work with the boys"		0%	2%	1%	1%

KEY = 27% Most popular statement chosen for that particular year group

The area most referred to by the first year pupils in response to what changes the pupils would like to see in their physical education lesson was no change. This may be taken as being an indication that the majority of first year pupils were either satisfied with their physical education programme; gave this answer to please the researcher; or were not sure how to reply to the question.

Further discussions with the first pupils showed that it was the case that many of them "enjoyed physical education" and were quite satisfied with the physical education programme that was being offered to them.

The second area most referred to by first pupils was more activities, different activities. This indicated that some first year pupils were already not satisfied with the activities on offer. This may be due to their dislike for; "the activities; difficulty in participating in activity; associating the activity with cold weather; not achieving success in the activity".

The third most referred to statement by the first year pupils was, "longer lessons" and equally "no outdoors, when cold."

The second year pupils referred to the "no showers, optional showers" type of statement as their most preferred changes in the physical education lesson. Many pupils felt that showering with other girls was embarrassing and not private. Some girls had found showering in physical education very traumatic and worrying. Most

pupils felt that the showers should be individual cubicles or made optional.

The second area most referred to by the second year pupils was no change. The reasons for this response may be similar to the first year pupils.

However, further discussions with the pupils showed that they were in fact also satisfied with the present physical education programme.

The second year pupils referred to the area of "more activities", "different activities" as their third most preferred change in the physical education lesson.

The area most referred to by the third year pupils in response to what changes the pupils would like to see in their physical education lessons was more choice of activities. The majority of third year pupils wanted "more say" in the activities that were on offer to them. It is interesting to note that there had been a sharp rise in favourability towards the pupils having more choice of activities from the first year to the third year. Many third year pupils felt that they should be allowed to have more choice in the activities offered to them and more opportunities to be involved in decision making within the physical education lesson.

The second area most referred to by the third year pupils was associated with statements relating to more activities; different activities. Similarly, as with the other year groups the third year



pupils wanted more variety in the activities offered to them. The third area referred to was again similar to the first and second year pupils, that of no change. Many third year pupils showed that they were satisfied with their physical education programme and the majority of pupils were in favour of the new activities offered to the third groups only (ie. basketball, soccer and the activities offered as a leisure centre option).

To summarise, all year groups collectively chose the statements associated with no change as the highest response referred to. This indicates that the majority of pupils had felt satisfied with their physical education lesson and that no changes were necessary. However, the statements associated with more activities; different activities and more choice of activities followed closely in the rank order of preferred changes.

#### 4.4.1. SUMMARY

To summarise the findings from section two of the questionnaire (see Appendix Q. No.5 Section two A1-A10), the first year pupils chose Dance as their favourite physical activity; the second year's Swimming, and the third year Tennis.

All year groups, collectively, chose Swimming as their favourite physical activity.

The reasons given by all year groups for their preference of favourite activity was that the activity was as follows; "...its

fun...enjoyable...I like it...happy....its a laugh". There was an overwhelming percentage of pupils who stated that their favourite activity was also the activity they were best at. When the pupils were asked collectively, "What do you dislike about your physical education lessons?", the most referred to area of discontent was "going out in the cold".

In contrast, the pupils were asked "What do you like about your physical education lessons?". A collective response indicated that the most referred to area for liking physical education was, "its a laugh...you can enjoy yourself...its fun".

Further questionnaire data revealed that the pupils thought they did physical education in school to keep themselves "fit and healthy".

In an attempt to see whether or not the pupils' parents influenced their children's perceptions of physical education through their own attitudes towards physical activity and physical education, the questionnaire data indicated that 61% of parents took part in physical activity during their spare time and 39% of parents did not. In addition, Swimming was the most popular activity participated in by parents in their spare time.

The questionnaire data also revealed that the majority of pupils favoured the same activities as those of their closest friends. This may be seen as a possible influence on the pupils' perceptions of physical activity and physical education.

All year groups, when asked, which new physical activities would they like to learn in the physical education lessons, stated that they would like Trampolining, Volleyball then Badminton as their preferred new activities. The data also revealed that the majority of pupils did not want to see any changes in the physical education lessons. This may indicate that the majority of pupils felt satisfied with their physical education lessons.

#### 4.5 ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION 3

(see Appendix Q No.5 Section 3, 1-12)

Another important area of influence on children's perceptions of physical education may be that of the physical education teachers themselves. The pupils responded to questions which asked them if they thought they got on with their physical education teacher. (see Table 50).

TABLE 50: TO SHOW WHETHER OR NOT THE PUPILS THINK THEY GET ON WITH THEIR P.E. TEACHER

Numbers of n=	1st Yrs (95)			2nd Yrs (96)			3rd Yrs (123)			TOTAL% (314)		
Respondents	Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
	63	26	6	74	19	3	70	36	17	66%	26%	8%

KEY = (95) indicates number responding to questions

\_ Highest % of responses to particular questions

Y = Yes NS = Not sure N = No

It may be argued that if a pupil has a favourable relationship with the physical education teacher that this relationship may directly or indirectly affect the pupils' attitude towards the teacher in a positive way and consequently to the subject the teacher is associated with. In contrast, an unfavourable relationship with the physical education teacher may affect the pupil's attitude towards the teacher in a negative way and consequently negative feelings may be relayed towards the subject the teacher is associated with.

The results showed that there seemed to be no significant difference between the year groups as a whole, apart from the third year pupils showing slightly higher percentages of pupils feeling that they did not get on with their physical education teacher than the other year groups.

To summarise, all year groups collectively showed that two thirds of the pupils had answered yes to the question of whether or not they thought they got on with their physical education teacher. Under a third of the pupils felt that they were not sure whether or not they got on with their physical education teacher and only 8% of pupils claimed that they thought they did not "get on" with their physical education teacher.

It may be assumed from these results that the majority of pupils had a favourable relationship with their physical education teachers and although a significant proportion felt that they were "not sure" whether they got on with their physical education teacher, only a

small percentage of pupils seemed to indicate that they had an unfavourable relationship with their physical education teacher.

Consequently, the majority of pupils who had a favourable relationship with their teacher may also have their attitudes influenced in a positive way towards the subject their teacher is associated with, mainly physical education. Finally, in contrast, the small percentage of pupils who indicated an unfavourable relationship with their teacher may also have had their attitudes influenced in a negative way towards their teachers subject.

In addition to the pupils' regular physical education teacher the influence of other teachers within the department may have a significant effect on the pupils' perceptions of physical education. Therefore, the pupils were asked to show whether or not they thought they got on with other physical education teachers (see Table 51)

TABLE 51: TO SHOW WHETHER OR NOT THE PUPILS THINK THAT THEY GET ON WITH OTHER P.E. TEACHERS

Numbers of n=	1st Yrs (95)			2nd Yrs (96)			3rd Yrs (123)			TOTAL% (314)		
Respondents	Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
	<u>51</u>	42	2	<u>56</u>	39	1	<u>57</u>	56	10	<u>52%</u>	44%	4%

KEY = (95) indicates number responding to questions

\_ Highest % of responses to particular questions

Y = Yes NS = Not sure N = No

As with the previous question, there seemed to be no significant difference between the year groups, in that they showed similar responses to the enquiry. However, it is noticeable that more pupils stated that they were not sure whether or not they thought they got on with other physical education teachers than in the previous question. Although a small majority of pupils indicated that they thought they got on with other physical education teachers, a high proportion of them stated that they were not sure. In addition, only a very small proportion of pupils felt that they did not get on with other physical education teachers and the third year pupils gave the highest negative response to this question.

To summarise, there does not seem to be a clear indication that the majority of pupils are affected to a great extent by the other physical education teachers in the department. The results showed that the majority of pupils were perhaps influenced more by their immediate physical education teacher with whom it may be argued they had a closer relationship.

In order to discover how the pupils felt about their physical education teachers in more depth, a number of questions relating to statements and comments referred to in preliminary discussions by the pupils were asked (Table 52)

Generally, the pupils seemed to indicate a favourable attitude towards their physical education teachers. Most pupils thought that generally physical education teachers:-

1. Tried to make the lessons enjoyable;- (see Table 52)  
(although more third year pupils stated that they were not sure)
2. Did not put the pupils off physical education;-  
(see Table 52) (although again more third year pupils felt that they had been put off physical education)
3. Were not too strict;- (see Table 52) (however all year groups stated that many of them were not sure)
4. Seemed fair. (see Table 52)

TABLE 52: TO SHOW HOW THE PUPILS GENERALLY FEEL ABOUT THEIR P.E. TEACHERS

QUESTIONS	1st Yrs 95			2nd Yrs 96			3rd Yrs 123			TOTAL% 314		
"Do you think generally P.E. teachers:-"	Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
a) Try to make the lessons enjoyable?	84	8	3	77	15	4	80	29	14	77%	17%	6%
b) Put you off P.E.?	6	16	73	5	18	73	25	18	80	11%	17%	72%
c) Are too strict?	8	37	50	15	30	51	17	51	55	13%	37%	50%
d) Seem fair?	62	22	11	57	25	14	65	37	21	58%	27%	15%
e) Look unfit and unhealthy?	14	14	67	6	27	63	13	32	78	10%	24%	66%
f) Try to encourage you?	75	11	9	75	15	6	84	25	13	74%	17%	9%
g) Pick on you if you are not very good?	11	20	64	19	28	49	38	38	47	22%	27%	51%
h) Are more friendly than other subject teachers?	30	42	16	43	37	16	51	42	30	39%	41%	20%
i) Make lessons boring?	8	26	61	13	14	69	21	33	69	13%	24%	63%
j) Make lessons interesting?	59	27	9	59	28	9	53	46	24	54%	41%	13%
k) Understand you as individuals?	49	34	13	36	42	18	38	49	36	39%	40%	21%
l) Are good fun?	59	25	11	48	35	13	58	40	25	52%	32%	16%
m) Are 'boring' people?	4	16	75	11	14	71	20	31	72	11%	20%	69%
n) Talk too much?	25	32	38	35	28	33	46	42	35	34%	32%	34%

KEY = (95) indicates number of pupils responding to questions

— Highest % of responses to particular questions

Y = Yes    NS = Not Sure    N = No

5. Did not look unfit and unhealthy;- (see Table 52)

(It is important to note the increase in those pupils who were not sure from the first year to the third year).

This may indicate that as the pupils got older they



questioned whether or not their teachers looked fit and healthy.

6. Tried to encourage them;- (see Table 52)

a large majority of the pupils from all year groups stated that their physical education teacher tried to encourage them. However, it is noticeable once again that as the pupils got older they indicated that they were not sure, whether or not their physical education teacher had tried to encourage them. This may be argued that teachers in fact do not encourage the third year pupils as much as the first years; or that the third years are not as interested or aware of receiving encouragement from their teachers as they may have been in the first year

7. Did not pick on them if they were not very good at physical education;- (see Table 52)

Although all year groups collectively felt that their physical education teacher did not pick on them if they were not very good at physical education once again, there seems to be an increase in response to yes the teacher does pick on me as the pupils get older. It may be argued that first year pupils are not as aware as the third year pupils are when picked on by their teacher. Or it may be that many third years feel that they are being picked on perhaps, because their attitude may not be as positive as when they were first pupils; or that

third girls may be more sensitive or resentful at being picked on by their physical education teacher

8. The pupils were uncertain whether the physical education teachers were more friendly than other subject teachers (see Table 52)

Both the second and third year groups stated that the physical education teachers were more friendly than other subject teachers, however the first year pupils were not sure. The first year response may be due to the pupils' uncertainty as to their relationship with their physical education teachers or that they may have interpreted the term friendly with caution.

The older pupils seemed more certain of their relationship with their physical education teachers and other subject teachers however, both year groups gave a high response to the not sure statement.

As a collective group all years stated that their highest response to the area in question was the not sure statement, indicating that the majority of pupils seemed uncertain as to whether they thought that their physical education teachers were more friendly than other subject teachers. Finally, it is interesting to note that both the first and second year pupils gave low responses to the statement suggesting that physical education teachers were not more friendly than other subject teachers. By the third year, the pupils seemed to increase the belief

that physical education teachers were not more friendly than other subject teachers.

To summarise, all year groups seemed to give uncertain or favourable responses to the suggestion that physical education teachers are more friendly than other subject teachers. Furthermore, as the pupils got older, their views changed slightly towards their perception of their physical education teachers and this may have an effect on their attitudes towards physical education.

9. Did not make lessons boring. (see Table 52)

All year groups responded favourably to the statement of whether or not physical education teachers make the lessons boring. (As the pupils got older they seemed to increase their negative responses to the area in question, however there was only a small rise)

Further discussions with the pupils showed that the physical education teachers approach towards teaching the lesson were favourable. The pupils felt that the teachers' tried to encourage them to get organised quickly, get the equipment out safely and were always directing the lesson in a firm but friendly manner.

10. Make lessons interesting. (see Table 52)

The majority of pupils felt that the physical education teachers made the lessons interesting. However, there was a sudden increase in the response of not sure as the pupils got older. Similarly the third year pupils gave

the highest response of no, the physical education teachers do not make the lesson interesting. Generally, the negative response to the area in question was low whereas the uncertainty and positive responses were more favourable.

11. The pupils were not sure whether or not their physical education teachers understood them as individuals. (see Table 52)

It was only the first years who gave a positive response to this question. However, quite a few first year pupils stated that they were uncertain as to whether or not their physical education teachers understood them as individuals.

Both the second and third year groups stated that they were uncertain as to whether or not their physical education teachers understood them as individuals and this was the response of all years groups collectively.

Very close behind was the response that their physical education teachers did understand them as individuals.

In addition, it is interesting to note that again as the pupils got older the response to whether or not their physical education teachers understood them as individuals became more unfavourable.

12. Were good fun. (see Table 52)

The majority of pupils responded favourably to the statement that physical education teachers were good fun.

However, it is also interesting to note that there was an increase in pupils favouring not sure response and the no, physical education teachers are not good fun responses as they got older.

13. Were not "boring" people. (see Table 52)

All year groups stated that generally their physical education teachers were not boring people. There was a very small increase in some pupils responding to the yes they thought physical education teachers were boring people as they grew older. However, collectively the group seemed to have favourable responses to this area in question.

14. In the last area examined in this section of questions it is interesting to note that collectively all year groups have equally chosen favourable and unfavourable as their highest responses to the area of whether or not physical education teachers talk too much.

Further discussions with the pupils showed that although many pupils felt that they were satisfied with the amount of talking their physical education teachers did, many pupils also felt that their teachers talked too much. Most pupils had referred to "talking too much" as meaning when their teachers were actually instructing in the physical education lesson. Many felt that some physical education teachers wasted their time when they had to stop what they were doing to listen to their teacher.

The first year pupils were the only year that stated that they did not think their physical education teachers talked too much. They spoke favourably towards their teachers and were not aware that the teacher talked too much. (Another reason for this response may be that the first years wished to give an acceptable answer to the question).

The first year pupils seemed to have a favourable response to the question of whether or not their physical education teachers talked too much. However, both the second and third years were divided in their responses as the difference between the stated areas of yes, not sure and no was small. Consequently, the total percentage of responses for yes their physical education teachers talked too much and no their physical education teachers do not talk too much were the same.

In an attempt to gain a clear understanding of pupils perceptions of physical education it is important to ascertain whether or not the pupils enjoy physical education.

The results for each year group were similar in that the majority of pupils stated that they enjoyed physical education (see Table 53) a few pupils were uncertain as to whether or not they enjoyed physical education and a very small proportion of pupils actually felt that they did not enjoy physical education.

TABLE 53: TO SHOW WHETHER OR NOT THE PUPILS ENJOYED P. E.

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL 314(%)
Y NS N	Y NS N	Y NS N	Y NS N
<u>69</u> 22 4	<u>69</u> 18 9	<u>89</u> 29 5	72% 23% 5%

KEY = (95) No. of Respondents

\_ indicates most popular answer

Y = Yes - NS = Not Sure - N = No

Further discussions with the pupils indicated that generally the pupils enjoyed physical education and those pupils seemed to have a positive attitude towards physical education and physical activity. The pupils who favoured physical education; enjoyed the physical activities (and all pupils had their preferred activities) working together with friends; the atmosphere of the lessons and the change from academic work in particular.

The pupils who did not enjoy physical education felt that they were not very good at sport; got picked on by their peers; did not like being shown up; felt they did not have many friends; and indicated that they were not made for physical education. These pupils seemed to have a poor self-image (and body-image) and had very little confidence in the physical education environment.

The majority of pupils enjoyed physical education at this school and only a small percentage of pupils did not like the subject.

In order to examine pupils' perceptions of themselves in physical education pupils were asked whether or not they thought they were generally good at physical education.

It became clear from the results that the majority of pupils were "uncertain" as to whether or not they thought they were good at physical education. (see Table 54)

TABLE 54: TO SHOW WHETHER OR NOT THE PUPILS THOUGHT THEY WERE GENERALLY GOOD AT P.E.

1st Yrs (95)			2nd Yrs (96)			3rd Yrs (123)			TOTAL (314%)		
Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
32	<u>44</u>	19	<u>40</u>	35	21	42	<u>54</u>	27	36%	43%	21%

KEY = (95) No. of Respondents

— indicates most popular answer

Y = Yes - NS = Not Sure - N = No

There was also a small increase in pupils stating that they thought they were not good at physical education from the first to the third years. This may indicate that pupils may become more aware of their abilities as they get older. In addition, it may be that social pressures influence pupil's self perceptions as they get older.

Only the second year pupils stated that they thought they were good at physical education. However, even this year group showed that many pupils were uncertain as to their ability.



The majority of pupils stated that they were "uncertain" as to whether or not they thought they were generally good at physical education. However, a significantly large number of pupils stated that they thought they were good at physical education.

An area which may have an important influence in children's attitudes towards physical education is whether or not the pupils think they can work closely with their friends in physical education.

The results showed that the majority of pupils felt that they could work closely with their friends in physical education. (see Table 55)

TABLE 55: TO SHOW WHETHER OR NOT THE PUPILS THOUGHT THAT THEY COULD WORK CLOSELY WITH THEIR FRIENDS IN P.E.

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL ((314%))
Y NS N	Y NS N	Y NS N	Y NS N
<u>77</u> 15 3	<u>77</u> 11 8	<u>82</u> 22 19	<u>75%</u> 16% 9%

KEY = (95) No. of Respondents

\_ indicates most popular answer

Y = Yes - NS = Not Sure - N = No

All year groups expressed a similar feeling and only a small proportion of pupils felt that they could not work closely with their friends in physical education.

Further discussions with the pupils showed that many of them felt that because they were not restricted by academic settings and sitting

behind desks that they were free to move around more in physical education. The pupils added that they could choose who to work with in the lesson, that they had more chances to talk with their friends and that they were not restricted by noise level in the open environment associated with physical education lessons.

The majority of pupils felt that they could work closely with their friends in physical education and that they enjoyed this. This area of enquiry may consequently reflect the pupils attitude towards physical education and may be considered an important factor in determining children's attitudes towards physical education.

In an attempt to ascertain whether or not the pupils were influenced by their parents in any way, the pupils were asked whether or not the pupils' parents encouraged them to do well in physical education.

All year groups had similar results. However, it may be noted that more third year pupils stated that their parents did not encourage them to do well at physical education than the younger pupils. (see Table 56) This may be due to the parents having less influence on their children as they get older or that the parents feel that their children do not want their encouragement.

TABLE 56: TO SHOW WHETHER OR NOT THE PUPILS' PARENTS ENCOURAGE THEM TO DO WELL AT P.E.

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL (314%)
Y NS N	Y NS N	Y NS N	Y NS N
<u>52</u> 24 19	<u>53</u> 24 19	<u>54</u> 31 38	<u>51%</u> 25% 24%

KEY = (95) No. of Respondents

— indicates most popular answer

Y = Yes - NS = Not Sure - N = No

Further discussions with the third year girls showed that many parents were more concerned with their children's academic achievements than their physical education lessons. Some parents felt that physical education was not as important as the examination subjects and tended to encourage them to do well at the academic subject rather than physical education.

Generally however many pupils stated that their parents seemed to encourage them to do well in physical education. However it must be noted that half of the pupils stated that they were uncertain or that their parents did not encourage them to do well in physical education.

An area which relates to the previous enquiry is that of examining whether or not the pupils' parents encouraged them to participate in physical activities in their spare time.

Results were similar to those of the previously stated area, however, it may be noted that more pupils had felt that their parents

did not encourage them to take part in physical activity in their spare time. (see Table 57)

TABLE 57: TO SHOW WHETHER OR NOT THE PUPILS' PARENTS ENCOURAGED THEM TO TAKE PART IN PHYSICAL ACTIVITIES IN THEIR SPARE TIME

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL (314%)
Y    NS    N	Y    NS    N	Y    NS    N	Y    NS    N
<u>52</u> 13 30	<u>51</u> 19 26	<u>63</u> 17 43	<u>53%</u> 16% 31%

KEY = (95) No. of Respondents

— indicates most popular answer

Y = Yes - NS = Not Sure - N = No

Generally all year groups had stated that the majority of pupils' parents did encourage them to participate in physical activity in their spare time. In comparison, few pupils had indicated that they were uncertain and nearly a third of the corrected sample had stated that their parents did not encourage them to take part in physical activity in their spare time.

In order to discover whether or not the pupils had previously enjoyed physical education the pupils were asked whether or not they enjoyed physical education at their junior school. (see Table 58)

TABLE 58: TO SHOW WHETHER OR NOT THE PUPILS ENJOYED P.E. AT THEIR JUNIOR SCHOOL

1st Yrs (95)			2nd Yrs (96)			3rd Yrs (123)			TOTAL (314%)		
Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
<u>61</u>	11	23	<u>73</u>	10	13	<u>87</u>	11	25	<u>70%</u>	11%	19%

KEY = (95) No. of Respondents

\_ indicates most popular answer

Y = Yes - NS = Not Sure - N = No

It may be argued that children's perceptions of a school subject may be influenced by an earlier experience of that subject. As the pupils had experienced physical education at their junior school it seemed necessary to establish whether or not the pupils had enjoyed physical education at their junior school.

It is interesting to note that the first year pupils seemed to have not enjoyed physical education at their junior school as much as the older pupils. Further discussions with the first year group showed that they enjoyed physical education at their present school more than their junior school. They added that there were more physical activities to take part in, that the activities were new and interesting to them and that the lesson seemed organised and purposeful. Many pupils stressed that they did not like changing into PE kit in front of the boys and that they preferred to do physical education with the girls only.

The majority of pupils had stated that they enjoyed physical education at their junior school. However, one third of the pupils had indicated that they did not enjoy physical education at their junior school or were uncertain as to whether or not they enjoyed physical education at their junior school.

A similar enquiry relating to the pupils' previous experiences was made by asking the children whether or not they had enjoyed physical education in their previous school year.

The collective year groups showed similar results (see Table 59). However, it may be interesting to note that more third year pupils stated that they were "uncertain" as to whether or not they enjoyed physical education in their previous year.

TABLE 59: TO SHOW WHETHER OR NOT THE PUPILS ENJOYED P.E. IN THEIR PREVIOUS SCHOOL YEAR

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL (314%)
Y NS N	Y NS N	Y NS N	Y NS N
<u>61</u> 15 19	<u>64</u> 16 16	<u>66</u> 36 21	<u>61%</u> 21% 18%

KEY = (95) No. of Respondents

— indicates most popular answer

Y = Yes NS = Not Sure N = No

Generally, the majority of pupils indicated that they did enjoy physical education in their previous school year. However, over a

third of pupils stated that they were uncertain or did not enjoy physical education in their previous school year.

It may be important to note that the same number of first year pupils stated that they enjoyed physical education at their junior school and they enjoyed physical education in their previous school year (ie. junior school).

These results may indicate a stability in the first years' responses to the similar questions therefore showing that pupils seemed to be answering the questionnaire accurately. An additional comparison may be made regarding the popularity of physical education at the junior school with the popularity of physical education at the present school. The first year pupils did not seem as favourable towards their junior school physical education programme as did the second and third year pupils. The older pupils in particular looked back on their junior school physical education lessons as a more enjoyable experience than they had indicated for their previous school year.

It may be argued therefore, that the third year pupils remembered their junior school physical education lessons as an enjoyable experience and that this may have been associated with many influencing factors previously mentioned (ie. the pupils seemed more involved in teams at their junior school; they seemed to be more enthusiastic and confident; they were not as sensitive towards their self-image/body-image)

Further discussions with the pupils indicated that many third year pupils had enjoyed physical education at their junior school, because they had not been too concerned with their ability; what they looked like to other children; trying to please the teacher. The pupils had felt that physical education was more fun at junior school, with less emphasis on skills and getting it right all the time, it was more easy going; and there was more freedom.

In contrast, the first year pupils felt that physical education at their junior school was disorganised; had poor equipment and facilities; offered few activities; that the teachers were not physical education teachers.

To summarise, the majority of pupils stated that they physical education in their previous school year and that just over a third of the sample had indicated that they were uncertain or that they did not enjoy physical education in their previous school year.

An attempt was made to discover whether or not the pupils thought physical education was an important subject. All year groups expressed similar results in that the majority of the pupils stated that they did think physical education was an important subject (see Table 60).



TABLE 60: TO SHOW WHETHER OR NOT THE PUPILS SAW PHYSICAL EDUCATION AS AN IMPORTANT SUBJECT

1st Yrs (95)			2nd Yrs (96)			3rd Yrs (123)			TOTAL (314%)		
Y	NS	N	Y	NS	N	Y	NS	N	Y	NS	N
<u>77</u>	13	5	<u>68</u>	18	10	<u>82</u>	26	15	<u>72%</u>	18%	10%

KEY = (95) No. of Respondents

\_ indicates most popular answer

Y = Yes    NS = Not Sure    N = No

A few pupils indicated that they thought physical education was not an important subject and they were uncertain as to whether or not physical education was an important subject. More third year pupils than other year groups indicated that they were uncertain as to whether or not they thought physical education was an important subject. Discussions with the pupils revealed that few of them thought physical education was not an important subject. The pupils who indicated this belief, were also not keen on physical education as a subject. They added that it was a waste of time and that it wouldn't get them a job. Pupils who felt that physical education was an important subject stated that physical education kept them fit and healthy; it was good to know about different physical activities; it helped you to be aware of what you can do and what others could do and that physical education was good if you wanted a job in sport.

To summarise, the majority of pupils stated that they thought physical education was an important subject and this may have an

important influence on children's attitudes towards physical education. It may be argued that if children seemed keen to continue participating in physical activity when they left school then they would be seen as having a positive attitude towards physical education. Similarly, if the children did not wish to participate in physical activity in later life then it may be argued that maybe the children's attitudes towards physical education is less favourable. The results of this enquiry showed that the majority of pupils wished to continue to take part in physical activity in later life. (see Table 61).

TABLE 61: TO SHOW WHETHER OR NOT THE PUPILS THOUGHT THEY WOULD CONTINUE TO TAKE PART IN PHYSICAL ACTIVITY IN LATER LIFE

1st Yrs (95)	2nd Yrs (96)	3rd Yrs (123)	TOTAL (314%)
Y NS N	Y NS N	Y NS N	Y NS N
<u>64</u> 29 2	<u>65</u> 26 5	<u>95</u> 24 4	<u>71%</u> 26% 3%

KEY = (95) No. of Respondents

\_ indicates most popular answer

Y = Yes NS = Not Sure N = No

In addition, some children had indicated that they were uncertain as to whether or not they would continue to take part in physical activity after leaving school and a very small proportion of pupils stated that they would not participate in physical activity in later life.

All year groups had similar results and it is interesting to note that the third year pupils indicated the highest favourable response to the question of whether or not the pupils would continue to take part in physical activity in later life. Many third year pupils had been involved in the leisure centre option course which aimed to give the older pupils an opportunity to participate in physical activity as a recreative pursuit. This experience may have influenced the third years' attitudes in favour of participating in physical activity in later life.

To summarise therefore, the majority of pupils stated that they thought they would continue to take part in physical activity when they left school. Only a very small minority expressed their unwillingness to participate in physical activity in later life.

#### 4.5.1. SUMMARY

To summarise the findings from section three of the questionnaire (see Appendix Q. No.5 Section three 1-12), two thirds of all the pupils in the study considered that they thought they "got on" with their physical education teacher. Under a third of pupils felt that they were not sure whether or not they "got on" with thier physical education teachers. 8% of the pupils stated that they did not "get on" with their teachers.

The results of this question seem to indicate that the majority of pupils in the study had a favourable relationship with their physical education teachers.

The majority of pupils stated that they enjoyed physical education at the school and only a small percentage of pupils did not like the subject.

Furthermore, collectively the pupils were uncertain as to whether or not they thought they were good at physical education.

The data indicated that most pupils felt that they could work closely with their friends in the lessons and that they enjoyed this opportunity.

Generally, most pupils felt that their parents encouraged them to do well in physical education, however, it must be noted that half of the pupils stated that they were "uncertain" or stated that their parents did not encourage them to do well in physical education.

Data also showed that the majority of pupils parents encouraged them to participate in physical activity in their spare time.

The majority of all year groups had stated that they enjoyed physical education at their Junior school, and similarly that they had enjoyed physical education in the previous year at school.

Further information from the questionnaire indicated that the majority of pupils in the sample stated that they thought physical education was an important subject.

In the last area of enquiry in this section of the questionnaire the feedback revealed that the majority of pupils stated that they thought they would continue to take part in physical activity when they left school.

#### 4.6. ANALYSIS OF THE QUESTIONNAIRE DATA FROM SECTION FOUR

The aim of the final area in the questionnaire was to indentify how the pupils actually perceive themselves and to see whether or not there was any relationship between the responses of each year group. (See Table 62)

TABLE 62: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'HAPPY'	68	71	93	74%
2.	'ENERGETIC'	23	29	43	30%
3.	'CONFIDENT'	26	29	35	29%
4.	'SHY'	16	21	29	21%
5.	'SLOW'	17	9	10	11%
6.	'UNHAPPY'	3	4	6	4%

KEY = (95) No. of Respondents

In the first word grouping the majority of pupils had described themselves as happy then energetic and thirdly confident. There seemed to be very little variation between the year groups, however

the third year pupils indicated that they were slightly more happy, energetic and confident than the younger pupils. Very few pupils had stated that they were unhappy.

In the next word grouping a small majority of pupils had described themselves as tallish then average weight and thirdly normal weight. (see Table 63)

TABLE 63: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs (123) n = 123	TOTAL % n = 314
1.	'TALLISH'	45	38	41	39%
2.	'AVERAGE WEIGHT'	31	43	46	38%
3.	'NORMAL WEIGHT'	30	30	38	31%
4.	'SMALL'	22	17	34	23%
5.	'THINNISH'	21	10	20	16%
6.	'OVERWEIGHT'	6	11	13	9%
7.	'FAT'	4	7	10	7%
8.	'UNDERWEIGHT'	1	3	5	3%

KEY = (95) No. of Respondents

Similarly to the previous word grouping, there seemed to be little variation between the year groups.

The third section indicated that a large percentage of the pupils stated that they were healthy. (see Table 64)

TABLE 64: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs (123) n = 123	TOTAL % n = 314
1.	'HEALTHY'	68	64	89	70%
2.	'FIT'	49	39	52	44%
3.	'DO NOT HAVE A GOOD FIGURE'	10	22	26	18%
4.	'I HAVE A GOOD FIGURE'	12	16	17	14%
5.	'UNFIT'	8	14	13	11%
6.	'UNHEALTHY'	0	1	4	1%

KEY = (95) No. of Respondents

The next most popular word used to describe the pupils was that they thought they were fit. Thirdly, the collective year groups chose I do not have a good figure as their next most popular statement.

Most pupils seemed to have a good self-image of themselves regarding their health and fitness, however, some pupils stated that they thought they did not have a good figure. It is interesting to note that as the pupils get older they seem to be more aware of their body image and more third year pupils than first year pupils thought that they did not have a good figure. Very few pupils had stated that they were unhealthy.

In the next section, the majority of pupils felt that they were independent followed by the statement which stated that they liked

praise. Lower down the percentage scale came the third most popular statement easily led. (see Table 65)

TABLE 65: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'INDEPENDENT'	49	58	68	56%
2.	'LIKES PRAISE'	38	41	46	40%
3.	'EASILY LED'	20	12	27	19%
4.	'DO NOT LIKE PRAISE	11	15	28	17%
5.	'DO NOT MAKE FRIENDS EASILY'	12	7	13	10%

KEY = (95) No. of Respondents

It is interesting to observe that the pupils, especially the third year pupils felt independent. As the pupils got older they showed that they did not want so much praise, compared with first year pupils who indicated that they liked praise.

In the fifth section a small majority of pupils felt that they were competitive (see Table 66).



TABLE 66: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'COMPETITIVE'	36	33	54	39%
2.	'CONFIDENT'	40	37	39	37%
3.	'LOUD'	24	29	36	28%
4.	'QUIET'	24	29	32	27%
5.	'SHY'	13	15	19	15%
6.	'NOT COMPETITIVE'	9	7	20	11%

KEY = (95) No. of Respondents

The second most popular word used to describe how the pupils perceived themselves was confident and lower down the percentage scale, the third most preferred word used to describe the pupils was loud. The third year pupils seemed to favour the word competitive more than the younger pupils however, the first year pupils seemed to favour the word confident more than the older pupils. Although the third year pupils favoured the word competitive to describe themselves, it may be argued that as the pupils get older they are placed in more competitive situations and that they are more aware of the pressures of competition.

Discussions with the older pupils indicated that there seemed to be more pressure from the school regarding academic achievement and the need to do well in order to gain a place in the top stream at the upper school. In addition, the third years stated that their parents

were also encouraging them to work hard at school in order to achieve good examination and course work grades.

The results of the next section showed that a small majority of pupils stated that they liked to work in a small group. (see Table 67)

TABLE 67: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs (123) n = 123	TOTAL % n = 314
1.	'LIKE TO WORK IN SMALL GROUPS'	52	43	45	45%
2.	'SOCIABLE'	29	47	60	43%
3.	'LIKE TO WORK IN LARGE GROUPS'	29	30	47	34%
4.	'LIKES ATTENTION'	18	12	16	15%
5.	'DO NOT LIKE ATTENTION'	16	11	18	14%
6.	'A LONER'	2	7	5	4%

KEY = (95) No. of Respondents

This statement was closely followed by the second most popular word used to describe the pupils; sociable and further down the percentage scale was that the pupils liked to work in a large group. It is interesting to observe that the first year pupils chose like to work in a small group as their most preferred statement, whereas both the older year groups but in particular the third year pupils chose being sociable as their preferred descriptive word. It may be argued that as the pupils get older they become more sociable or more aware

of their sociability towards their friends and peers. In contrast the first year pupils did not seem to be too concerned with being sociable, but did express strongly their desire to work in a small group during their physical education lesson.

In the seventh section there was a tie between the two most popular statements used by the pupils to describe themselves. (see Table 68).

TABLE 68: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'I LIKE TO BE GOOD AT P.E.'	42	49	47	44%
2.	'I HAVE LOTS OF FRIENDS'	35	43	60	44%
3.	'I LIKE WORKING WITH MY FRIENDS'	43	43	49	43%
4.	'I PREFER TO BE WITH A FRIEND'	30	16	20	21%
5.	'I HATE P.E.'	5	12	10	8%
6.	'I DO NOT HAVE ANY FRIENDS'	6	2	10	6%

KEY = (95) No. of Respondents

They were; I like to be good at physical education and I have lots of friends. The majority of third year pupils described themselves as having lots of friends. Similarly to the previous popular statement of being sociable the older pupils seemed to associate themselves as having lots of friends.

The second year pupils were more in favour of describing themselves as wanting to be good at physical education and although the first year group were in favour of the same statement they also preferred the description of I like working with my friends in physical education.

Very few pupils stated that they did not have many friends or that they hated physical education.

In the next section the most popular statement chosen by all year groups to describe themselves was; "I like to work hard in physical education". (see Table 69).

TABLE 69: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'I LIKE TO WORK HARD IN P.E.'	65	62	59	59%
2.	'P.E. IS EASY TO ME'	30	23	31	27%
3.	'I'M PICKED LAST'	17	15	36	22%
4.	'I CAN'T DO PE'	12	17	17	15%
5.	'IM PICKED FIRST'	0	8	12	5%
6.	'GIRLS PICK ON ME'	6	5	5	5%

KEY = (95) No. of Respondents

Although the younger pupils seem to be keener to work hard in physical education than the older pupils there still seems to be a positive feeling towards working hard in physical education. The third year pupils seemed to be more aware of being picked last when teams are chosen and this came high up in their rank order of statements used by the pupils to describe themselves.

The ninth section showed that most of the pupils had stated that, physical education was interesting to them. (see Table 70)

TABLE 70: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'P.E. IS INTERESTING TO ME'	64	56	78	63%
2.	'I'M NOT FRIGHTENED OF GETTING HURT'	43	40	46	41%
3.	'P.E. IS BORING ME'	7	12	17	11%
4.	'I'M FRIGHTENED OF GETTING HURT'	10	11	11	10%
5.	'I LIKE TO GET PRAISE FROM MY FRIENDS'	6	8	16	9%
6.	'I DON'T WORK HARD IN P.E.'	4	3	15	7%

KEY = (95) No. of Respondents

All year groups chose this statement as their most preferred reference in describing themselves. The second most popular statement

was that they were not frightened of getting hurt. Thirdly, the collective sample of pupils indicated that physical education was boring to them", (however, the percentage of pupils stating this was low).

In the tenth section the majority of pupils had stated that they liked school. (see Table 71).

TABLE 71: TO SHOW HOW THE PUPILS DESCRIBED THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'I LIKE SCHOOL'	62	51	61	55%
2.	'I PREFER TEAM GAMES'	43	46	67	50%
3.	'I PREFER INDIVIDUAL GAMES'	18	23	26	22%
4.	'I HATE SCHOOL'	2	12	22	11%
5.	'I ALWAYS LOSE'	4	8	9	7%
6.	'I'M ALWAYS WINNING'	2	3	2	6%

KEY = (95) No. of Respondents

The third year pupils however chose the statement I prefer team games as their most preferred description and furthermore, this statement was chosen second overall by all year groups. It is interesting to note that although very few first years stated that they hated school there was a significant number of third year pupils who chose this statement to describe themselves.

In the next section most pupils had preferred the following statement to describe themselves; I would like to do more physical education. (see Table 72)

TABLE 72: TO SHOW HOW THE PUPILS DESCRIBE THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs (123) n = 123	TOTAL % n = 314
1.	'I WOULD LIKE TO DO MORE PE'	48	72	45	52%
2.	'I AM TALKATIVE'	36	39	67	45%
3.	'I AM LIVELY'	44	33	49	40%
4.	'I AM OUTGOING'	8	15	23	15%
5.	'P.E. IS A WASTE OF TIME'	4	12	7	7%
6.	'I AM INWARD'	2	2	1	2%

KEY = (95) No. of Respondents

The second year girls in particular were favourable towards this statement. However, the third year group preferred the statement I am popular as their most favoured description. Closely following this statement came the description that was chosen as the third most preferred statement by all year groups, that of I am lively. Very few pupils stated that they thought physical education is a waste of time and even fewer pupils indicated that they were inward.

In the twelfth section all year groups chose the statement, I like to succeed in physical education as their preferred description. (see Table 73).

TABLE 73: TO SHOW HOW THE PUPILS DESCRIBE THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs(123) n = 123	TOTAL % n = 314
1.	'I LIKE TO SUCCEED IN P.E. '	49	50	60	51%
2.	'I UNDERSTAND THE RULES'	39	46	59	40%
3.	'I AM SKILFUL'	13	19	16	15%
4.	'I ALWAYS FAIL IN P.E. '	11	12	20	14%
5.	'I'M CLUMSY'	11	8	17	11%
6.	'I DO NOT UNDERSTAND THE RULES'	8	7	6	6%

KEY = (95) No. of Respondents

This was closely followed by the statement I understand the rules in physical education. Very few pupils stated that they did not understand the rules in physical education and in addition few pupils indicated that they thought they were clumsy.

In the final section, the majority of pupils stated that they were glad they did physical education. (see Table 74).



TABLE 74: TO SHOW HOW THE PUPILS DESCRIBE THEMSELVES IN SECTION FOUR OF THE QUESTIONNAIRE

	RANK ORDER OF STATEMENTS/WORDS	1st Yrs (95) n = 95	2nd Yrs (96) n = 96	3rd Yrs (123) n = 123	TOTAL % n = 314
1.	'I'M GLAD WE DO P.E. '	66	63	81	67%
2.	'I ENJOY MOVING'	46	31	54	42%
3.	'P.E. IS A RELEASE FOR ME'	10	23	25	18%
4.	'I DON'T LIKE HAVING TO DO PE'	6	13	12	10%
5.	'P.E. IS WORRYING ME'	6	6	3	5%
6.	'I DO NOT ENJOY MOVING'	2	4	5	3%

KEY = (95) No. of Respondents

This was closely followed by the statement which described the pupils as enjoying moving. It is interesting to note that the second and third years preferred the statement, physical education is a release for me rather more than the first year pupils. This may relate to the findings of the previous section which revealed that many third year pupils in particular felt that there was more pressure in their last year at high school, and this may influence their views which relate to physical education as being a release for them. Very few pupils stated that they did not enjoy moving and that physical education is worrying them.

#### 4. 6. 1. SUMMARY

To summarise therefore, although many responses shown by the different age groups were similar, it is important to observe that the results of the descriptive section seem to change significantly from the first year to the third year. It may be argued that the needs of the third year pupils are different to those of the younger pupils. This was evident in the pupils' responses to the way in which they described themselves.

The results indicate that as the pupils get older their needs change quite significantly. They become more independent; confident; more aware of their body image; more competitive; more sociable and talkative; and enjoying physical education in the sense that it is a release from the pressures of academic achievement in the third year and also that physical education gives them a great opportunity to socialise.

## CHAPTER FIVE

### 5.0. ANALYSIS OF THE DATA COLLECTED FROM THE ESSAYS: "LIKES AND DISLIKES IN PHYSICAL EDUCATION"

#### 5.1. INTRODUCTION

In addition to the questionnaire a random sample of 100 1st to 3rd year pupils were chosen to complete for the researcher an essay entitled "My likes and dislikes in physical education".

The title was selected as many pupils seemed able to discuss their likes and dislikes in physical education rather than an area which may seem vague or difficult to comprehend. Each pupil involved in the essay writing was asked informally whether or not they would like to contribute to the study by completing the stated piece of writing. The pupils were informed that they did not have to write their names on the essays and that they may be as truthful as possible in their writings without fear of identification or reprisals.

The following areas were identified by the pupils as being important areas of interest to them,

For example

The physical education kit

The teacher

The activities

The showers

The equipment

Participating with the boys (mixed physical education)

The changing rooms

The organisation of the lesson

The atmosphere of the lesson

The environment/surroundings where the physical education lesson took place.

The results of the essays proved to be both interesting and useful to the study. (A selection of written statements may be seen in more detail in the Appendix - 'Essays - Quotes'). The key areas were listed as follows:-

- A. The pupils' enjoyment/lack of enjoyment in physical education
- B. The indoor activities
- C. The outdoor activities
- D. The physical education kit
- E. Showers
- F. The physical education activities
- G. The physical education teachers
- H. Additional comments (relating to the size of the physical education group, mixed physical education, changing rooms, length of lessons, more physical education lessons etc)

The pupils' comments in the essays were recorded by classifying each statement into a favourable or non-favourable category (see Appendix 1E1-2E1-3E1). A sample of 73 essays was analysed; 21 were written by first year pupils; 32 by second year pupils and 20 by third year pupils (see Appendix 1E1, 2E1, 3E1)

The majority of first year pupils seemed to have positive comments towards physical education and the area of enjoyment in physical education was frequently referred to by the first year group.

## 5.2. SUMMARY OF THE FIRST YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION

The majority of first year pupils had favourable comments towards physical education. (Appendix 1E1). Frequent reference was made towards their enjoyment of physical education and in particular towards indoor rather than outdoor lessons.

There was a contrast in views regarding the wearing of physical education kit. Many first year pupils stated that there was a need to wear appropriate kit for physical education and some pupils preferred identical kit. In contrast, some pupils felt that the kit was impractical; too cold in the winter; a lack of choice and some pupils felt self conscious when made to wear physical education kit. The majority of first year pupils disliked showering after the lesson. They felt it was embarrassing; unpleasant; would have preferred showering in separate or private cubicles, and many felt they should have the option of not having to shower.

The most popular area referred to by this year group was their comments relating to the physical activities. Generally the pupils enjoyed participating in many of the activities. They knew which activities they liked and did not like. Indoor activities in particular were enjoyed by the first years, especially Dance. Few

favoured activities included the game of hockey. The majority of pupils gave favourable comments regarding their physical education teachers. They felt that the teachers personality was very important to them and that they enjoyed teachers who attempted to discuss matters arising from the lesson with them; seemed knowledgeable about the subject; were supportive towards the well-being and interests of the children; had a good sense of humour and could control and organise the class well.

Finally, most of the first year pupils enjoyed having some mixed physical education lessons. Some girls stated that the boys took over at times; that the boys were more competitive and that they did not enjoy this aspect at mixed physical education lessons. Many of the first year girls stated that they should be allowed to do the same activities as the boys, and that the boys should be allowed to take part in the same activities as the girls.

Finally, the majority of the first year pupils generally gave constructive and positive statements in their essays entitled my likes and dislikes in physical education.

### 5.3. SUMMARY OF THE SECOND YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION

The majority of second year pupils stated that they enjoyed physical education. (Appendix 2E1). They particularly enjoyed indoor lessons where they could 'keep warm', however, more second year pupils than the first year pupils indicated that they liked outdoor physical

activities. Most second year pupils felt that the physical education kit was smart and practical, however, many of them felt that the kit was not warm enough in the winter.

Data from the second year pupils essays strongly indicated that they were not in favour of showering. They felt it was embarrassing to shower in front of other girls and that they should have a choice of whether or not to take a shower after the lessons.

Similarly to the first year girls, the second year pupils most popular area of reference in their essays was their feelings towards the physical education activities. Most pupils seemed to equate the liking for a particular activity with their own ability and confidence when participating in the activity; the pleasure of working with friends and the security of the environment (ie. warm, happy atmospheres).

Some pupils referred to their likes and dislikes of the physical education teachers in their essays. It was evident that the most popular teachers were those teachers who were seen to be sensitive towards the pupils views and opinions; gave the pupils opportunities to express their feelings; joined in with informal teacher/pupil discussions; seemed fair and approachable and were not seen as strict disciplinarian figures.

#### 5.4. SUMMARY OF THE THIRD YEAR PUPILS' VIEWS ON THEIR LIKES AND DISLIKES IN PHYSICAL EDUCATION

Many third year pupils seemed to want the opportunity to be given more choice in the physical activities they participated in. (Appendix 3E1). In addition, the pupils wanted to be given the chance to discuss the physical education programme openly with the teachers and have more say in the decision making process. Although the majority of third year pupils were satisfied with much of the physical education programme, the girls would have liked the classes to be smaller (ie. 20-25 pupils); the activities to be less formal, with more emphasis on fun and enjoyment and the restrictions on PE kit to be more flexible.

Generally, it seems that the third year pupils are favourable towards physical education, in that they state that physical education is a break from work and is enjoyable. However, reference was made to the pupils dislike of "getting changed", "going out in the cold", "lack of choice in activities" and in some cases the dislike of their physical education teachers.

Similarly to the first and second year groups there was some indication that the third year pupils were also not keen to participate in outdoor winter activities when it is cold. In addition, the third year pupils made reference towards wanting more choice of activities in the physical education lessons. The majority of third year pupils were in favour of making showering after the lesson optional. Most third year girls seemed to have high regard for



their physical education teachers. They valued a good relationship between the pupil and the teacher. Furthermore, the girls stated that they liked a teacher who could explain clearly; impose standards when required and more importantly they valued a teacher who was approachable and open to suggestions.

## CHAPTER SIX

### 6.0. ANALYSIS OF THE DATA COLLECTED FROM THE PUPIL FEEDBACK SHEETS

#### 6.1. INTRODUCTION

The final major area of collecting data from the pupils was through the issuing and collecting information from the pupil feedback sheets. The main aim of the sheet completion was to retrieve specific information regarding the activities offered in the school physical education programme. In this section the results of all year groups' completed sheets will be stated and analysed.

#### 6.2. ANALYSIS OF THE FIRST YEAR PUPIL FEEDBACK SHEETS

From a total of 393 completed sheets the following information regarding the pupils' views towards the nine physical activities offered at the school may be summarised; (see Appendix PFS 1:1-9).

1. A ATHLETICS lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time 8	my favourite subject
fun 9	important to me	not very interesting
2. In ATHLETICS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 7
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 8	wishing I could play a different game 7
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 5
playing a game 6	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 5	
4. I understand a lot more in ATHLETICS lessons when I (tick no more than two):
 

listen to the teacher 7	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others 7
play a game 5	practise skills 7
coach other pupils	
5. During ATHLETICS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills 7
be interested	practise skills 6
play a game 6	practise on my own
remember what the teacher said	express my own opinion 6
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
6. I do well in ATHLETICS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 9
get changed quickly 8	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
7. During ATHLETICS lessons my friends and I ask:
 

many questions	a few questions 8
hardly any questions 6	no questions
8. In ATHLETICS lessons we work in small groups:
 

often 11	sometimes 12	never
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9. In ATHLETICS lessons I prefer to work:
 

by myself	with a partner 11
with one big group 10	in a small group

To summarise it seems evident from the first year pupils' views that athletics is enjoyed by a small majority of pupils and that the pupils regard athletics lessons as being fun. However, it is interesting to note that many of this year group found it hard to learn new skills in athletics, few questions were actually asked by the pupils to the teacher.

Finally, although the pupils stated their preference at working with a partner in athletics the majority of pupils indicated that they only worked in small groups "sometimes".

#### DANCE

(see Appendix PFS 1:2)

A large majority of pupils stated that they thought dance was fun and enjoyable. Although the pupils felt that to do well in dance they had to work hard all the time and spend a lot of time practising; the first years stated that they found it hard to please the teacher and that they hardly ever asked any questions.

Similarly as with athletics the first years preferred to work with a partner and they worked in small groups often.

#### GYMNASTICS

(see Appendix PFS 1:3)

As with dance, a large majority of first year pupils stated that they thought dance was fun and enjoyable. Most pupils felt that they

could ask a few questions in the lesson, however many first years indicated that they found it hard to explain to the teacher what they were confused about (as if to suggest that they did feel confused about some aspects of the gymnastics lesson)

Finally, the first years said that they worked in a small group sometimes and as with the previous feedback sheets, indicated overwhelmingly that they preferred to work with a partner.

#### HOCKEY

(see Appendix PFS 1:4)

To summarise, a small majority of pupils felt that hockey was fun and enjoyable. In addition, the majority of pupils indicated that they found it hard to, be interested in hockey and that they also found it hard to practise on their own.

It may be important to note that many pupils stated that they spent most of their time in hockey being cold and miserable and this factor may influence the pupils views towards some aspects of the game of hockey. As with the other activities the majority of first year pupils felt that they had to work hard all the time in hockey to do well at the game. In addition this year group indicated that they only asked a few questions during the lesson and that although they worked in small groups sometimes, a large majority of first years preferred to work with a partner.

### NETBALL

(see Appendix PFS 1:5)

The majority of first year pupils stated that they thought netball was fun and enjoyable. As with the other activities the pupils indicated that they spent a lot of time in the netball lessons listening to the teacher however, most first years felt it was necessary to listen to the teacher in order to understand the game of netball. Furthermore, similar to the game of hockey the pupils stated that they found it hard in netball to practise on their own. Finally, although the first years indicated that they asked a few questions in the netball lesson, in addition they stated that they would prefer to work with a partner.

### ROUNDERS

(see Appendix PFS 1:6)

The majority of first year pupils stated that they thought rounders was fun and enjoyable. Unlike the previous activities the pupils indicated that they spent a lot of time in lessons playing a game. As with the other activities, the first years said that they understood a lot more in the rounders lessons when they listened to the teacher and that they found it hard to practise on their own in the lessons. Finally, for the first time the pupils indicated that they preferred to work in one big group in rounders.

## SWIMMING

(see Appendix PFS 1:7)

To summarise, most of the first year pupils stated that they thought swimming was fun and enjoyable. Unlike the previously mentioned activities the pupils felt that they spent a lot of time in swimming lessons learning new skills. .

Similarly to the other activities the first year group indicated that they understood a lot more in swimming lessons when they listened to the teacher and that to do well in swimming they had to work hard all the time. Furthermore, unlike the previously mentioned activities the pupils stated that they found it hard to work well in small groups during the lessons. In addition, the first years indicated that they sometimes worked in a small group during swimming lessons. Many pupils stated that they asked a few questions in swimming and that as with most of the activities mentioned the first years preferred to work with a partner in their lessons.

## TENNIS

(see Appendix PFS 1:8)

The majority of first year pupils stated that they thought tennis was fun and enjoyable and that they spent a lot of time (like in dance) practising. However, as with all the other activities, the pupils felt that they understood a lot more in tennis when they listened to the teacher. The first years found it hard to practise on their own during the tennis lessons and that they had to work hard all

the time to do well in the tennis lessons. Similarly to the dance lessons, the pupils indicated that in tennis they often worked in small groups. In addition, the first year group stated that they asked a few questions in the tennis lessons and as with many of the other activities expressed a preference to working with a partner.

#### CROSS COUNTRY

(see APPENDIX PFS 1:9)

In the final activity offered to the first year group, cross country tends to be seen as the activity that stands out from the previously mentioned activities.

The pupils state that cross country is hard and strenuous and that many of them spend most of the time feeling cold and miserable in the cross country lessons. Similarly to many of the other activities, the first years indicated that they also spent a lot of time in the cross country lesson listening to the teacher. However, the pupils felt that they understood a lot more in cross country lessons when they listened to the teacher. The first year pupils also stated that they found it hard to be interested during the cross country lessons and that they asked hardly any questions in the lesson.

Similarly to the previously mentioned physical activities the pupils indicated that in order to do well in cross country they have to work hard all the time. Finally, the first year group stated that they sometimes worked in small groups, but as with many of the other



activities offered to this year group a large majority of pupils felt that they would prefer to work with a partner.

#### 6.2.1. A SUMMARY OF THE FINDINGS SHOWN IN THE FIRST YEAR PUPILS

##### FEEDBACK SHEETS

The results showed that 8 of the 9 activities which were in the first year physical education programme were generally favoured by the pupils. The exception was cross country. The majority of first year pupils felt that cross country was hard, strenuous activity where they spent most of the time feeling cold and miserable. Many of the first years stated that they found it hard to be interested in cross country and that during the lesson the pupils did not seem to ask the teacher any questions.

Further discussions with the first years indicated that many of them associated cross country with extreme cold weather conditions; that the lesson seemed to concentrate on the competitive aspect of who could run round the course fastest and this highlighted the few good runners and the majority of not so good or poor runners.

The cross country lessons were also associated with hard work and that many pupils felt uncomfortable, even pain whilst participating in the lesson. Although some pupils enjoyed the activity many first years indicated that they did not find cross country very interesting and that they were bored much of the time.

The more favoured activities seemed to be rounders, dance, tennis and gymnastics. Next in preference were netball, swimming, hockey and the least preferred were athletics and cross country.

It is interesting to note the majority of first year pupils felt that they understood a lot more in all the activities when they listened to the teacher. Similarly, the pupils indicated that in order to do well in all the activities they had to work hard all the time. In 7 out of the 9 activities the pupils stated that they asked a few questions during the lesson however, the first years felt they asked hardly any questions in dance and cross country.

In addition, in 7 out of the 9 activities, the first year group stated that they sometimes worked in a small group; only in dance and tennis did the pupils feel they worked in a small group often. Finally, the first years indicated that in 8 activities out of the 9 they preferred to work with a partner and that the exception activity was rounders where they preferred to work with one big group.

### 6.3. ANALYSIS OF THE SECOND YEAR PUPILS FEEDBACK SHEETS

From a total number of 327 completed sheets the following information regarding the pupils' views towards the 9 physical activities offered at the school may be summarised (see Appendix PFS 2:1-9).

## ATHLETICS

(see Appendix PFS 2:1)

To summarise, the majority of second year pupils stated that they thought athletics was fun and enjoyable. (although, the pupils indicated that they spent a lot of time playing a game in lessons, this inaccurate and rather unreliable statement may be interpreted as being involved in the activity. However, this response must be treated with caution).

The second year group said that they understood a lot more in athletics and they listened to the teacher and that they found it hard to work well in small groups. However, it may be argued that the pupils may have misread the statement as later the second years clearly indicate that they preferred to work in a small group. In addition, the pupils indicated that they had to work hard all the time in order to do well in athletics and lastly, that they hardly asked any questions during the athletics lesson.

## DANCE

(see Appendix PFS 2:2)

The majority of second year pupils stated that they thought dance was fun and enjoyable and that they spent a lot of time in lessons practising and learning new skills.

In addition, the pupils indicated that they understood a lot more in dance when they watched a demonstration. Furthermore, the second

year group said that they found it to hard in dance to practise on their own and that to do well in dance they had to work hard all the time. Many of the pupils stated that they asked a few questions in dance and that they sometimes worked in a small group. However, the majority of pupils indicated that they preferred to work with a partner in the dance lessons.

### GYMNASTICS

(see Appendix PFS 2:3)

To summarise, most of the second year group stated that they thought gymnastics was fun, enjoyable and that they spent a lot of time in the lessons practising. Furthermore, the majority of pupils indicated that they understood a lot more in gymnastics lessons when they listened to the teacher and practised skills. In addition, many of the second year pupils said that they found it hard to express their own opinions in gymnastics and that they had to work hard all the time in the lesson in order to do well.

The majority of pupils stated that they asked a few questions in the lessons and that they often worked in small groups, which pleased many of the second years as they preferred to work in a small group.

### HOCKEY

(see Appendix PFS 2:4)

A small majority of second year pupils in this sample thought that the hockey lesson was a waste of time (NB. many pupils also thought

hockey was fun) in addition, a large majority of pupils stated that they spent most of their time in hockey being cold/miserable furthermore many of them said that they spent a lot of time in the lessons, waiting in the changing rooms.

The second year group indicated that they understood a lot more in hockey when they practised skills, but that many of them found it hard to be interested in the lesson and had to satisfy the teacher. The pupils stated that to do well in hockey they have to work hard all the time and that during the lessons they did ask a few questions. Furthermore the majority of second year pupils in this sample said that they sometimes worked in a small group during the lessons and that they preferred to work in a small group or with a partner. (It is interesting to note that where the first year pupils had seemed to indicate a general satisfaction towards their hockey lessons, the second years did show some discontent over some aspects of the lesson.)

The second year pupils seemed more open in their statements which clearly show that many of them equate their hockey lessons with being, cold/miserable; waiting in the changing room; working hard all the time and finding it hard to be interested in the lesson and to satisfy the teacher.

## NETBALL

(see Appendix PFS 2:5)

In addition, the second year group indicated that they spent a lot of time in lessons playing a game and that they understood a lot more in the netball lessons when they listened to the teacher. However, the majority of second year girls said that they found it hard to be interested during netball lessons and that to do well in netball they had to work hard all the time.

The second year group also indicated that they asked a few questions or hardly any questions during the netball lesson and that they sometimes worked in small groups. This pleased the majority of second year girls in the sample as most of them stated that they preferred to work in a small group.

To summarise, although a large majority of the second year sample stated that the netball lesson was fun many of them said they spent most of their time in the lesson being cold/miserable.

## ROUNDERS

(see Appendix PFS 2:6)

The majority of second year pupils stated that they thought the rounders lessons were fun and enjoyable. In addition, they indicated that they spent a lot of time in the lessons, playing a game and that they understood a lot more in rounders lessons when they played a game. Furthermore, the second year girls said that they found it hard

to express their own opinions in the rounders lessons and that they had to work hard all the time in order to do well in lessons.

The pupils also stated that they asked hardly any questions during the rounders lessons and that they never worked in small groups. However, this pleased the majority of girls as they expressed that they preferred to work in one big group.

### SWIMMING

(see Appendix PFS 2:7)

A large majority of second year pupils felt that the swimming lessons were fun and enjoyable. Many had expressed that it was their favourite subject and that swimming was important to them. In addition, most second years had stated that they spent a lot of time in the swimming lessons, learning new skills and that they understood a lot more when they practised the skills

Furthermore, although some pupils had indicated that they found it hard to explain to the teacher what they were confused about, most second years had said that they found it hard to satisfy the teacher.

The second year girls also felt that to do well in swimming lessons they had to work hard all the time and that during the lesson they asked a few questions. Finally, the pupils stated that they sometimes worked in small groups during the swimming lesson but that they preferred to work with a partner.

## TENNIS

(see Appendix PFS 2:8)

Many second year pupils thought that tennis was fun and enjoyable and that they spent a lot of time in lessons playing a game. In addition, the majority of pupils indicated that they understood a lot more in tennis when they listened to the teacher. However, many girls stated that they found it hard to satisfy the teacher in the tennis lessons and that in order to do well in tennis they had to work hard all the time.

The second year pupils stated that during the tennis lessons they asked the teacher a few questions and that they sometimes/never worked in small groups in the lesson. However, the pupils may have expressed this view because they mostly worked with a partner during the tennis lessons which was the girls preference.

## CROSS COUNTRY

(see Appendix PFS 2:9)

The second year pupils seem to have similar views to the first years regarding this activity which is offered to them in the physical education programme.

The majority of second years thought that cross country was a waste of time and that they spent most of their lesson cold and miserable. Furthermore, most pupils stated that they spent a lot of time in the cross country lessons waiting in the changing room. Although, many



second year girls indicated that they understood a lot more in cross country lessons when they listened to the teacher, they said that during cross country lessons they found it hard to be interested.

In addition, the girls stated that to do well in cross country lessons they had to work hard all the time and that during the lessons they did not ask any questions at all.

Finally, the majority of the second year sample indicated that they sometimes worked in small groups in cross country however, it was their preference to work with a partner during the lessons.

#### 6.3.1. A SUMMARY OF THE FINDINGS SHOWN IN THE SECOND YEAR PUPIL

##### FEEDBACK SHEETS

The results showed that 7 of the 9 activities offered to the second year pupils were considered to be fun and enjoyable. The exceptions were the hockey and cross country lessons; where the girls indicated their strength of feeling by suggesting that both hockey and cross country were a waste of time. In addition they felt that much of the time during the lessons they felt cold/miserable.

In addition, the majority of girls in the sample stated that they spent a lot of time in the hockey and cross country lessons waiting in the changing rooms. Similarly, the pupils found it hard in both lessons to be interested and in hockey lessons the second years indicated that it was hard to satisfy the teacher.

Further discussions with the pupils showed that both hockey and cross country failed to satisfy the girls in different ways. The hockey lessons were associated with the problem of organising a large number of pupils into teams and positions before the girls actually went outside to begin the lesson.

Also many pupils stated that there was too much emphasis on practising the skills, listening to the teacher and improving knowledge and understanding rather than getting on with the game. Most pupils would have liked to go straight into the game and not have to practice the skills and techniques necessary for personal and team improvement.

Some girls indicated that the game was difficult to play, especially on a muddy field where the grass was always too long. Others suggested that because they were not very good at the game they were always chosen last in the team, had no choice of which position to play, usually ended up playing in or near the goal, rarely involved in the game because no one ever passed the ball and mostly standing around getting cold and miserable. Despite the variety of individual views relating to their own experiences during the hockey lessons, the weather conditions seemed to be an important factor in affecting many second year pupils' feelings towards their hockey lessons.

Many pupils associated the hockey lesson with the cold winter weather, which did not seem to inspire them and seems to be a similar factor affecting the second year girls' views towards the cross country lessons.

Cross country lessons seemed to be associated with the weather in particular as many pupils realised that the cross country lessons took place normally when the hockey and netball areas were unsuitable to play on. Many girls felt that due to the uncertainty as to whether or not they would be staying inside because of the weather or going outside, that most of them were unsuitably equipped with warm clothes for the purpose of participating in cross country and they inevitably felt extremely cold and exposed in their thin physical education kit. In addition some girls felt that cross country was all about coming in first or getting round the course without stopping and this consequently put great pressure on the girls who for some reason did not seem to do very well in cross country. Many of them disliked running because they knew that they would'nt come near the front; more likely near the end and they would feel embarrassed and unsatisfied at coming in at the back of the class.

The more favoured lessons seemed to be netball, rounders, athletics and swimming. Next in preference were tennis, gymnastics, dance and least preferred were hockey and cross country.

It may be interesting to note that more second year pupils than first years stated that they found it hard to satisfy the teacher and that this statement was mentioned in four second year activities and only one in the first activities.

Further discussions with the pupils revealed that many second years indicated that as they grew older and as they became more familiar

with their physical education lessons, that the girls found it more difficult to please their physical education teachers.

It may be argued that first year pupils are more aware of receiving encouragement and praise (ie. satisfaction) from their teachers than second year pupils. However, it may also be argued that because the first year pupils are experiencing a new environment they seem more keen and enthusiastic than the older pupils and consequently, the physical education teacher may relate to this behaviour in a positive way by actually giving the first years more encouragement and praise.

This area under discussion may have an important influence on the pupil's attitudes towards their physical education teacher and consequently physical activities and physical education in general. The other statements expressed by the second years were not dissimilar to the first year group. They may be regarded as relatively stable responses in that they do not seem to be affected by the pupils age difference (ie. "to do well we have to work hard all the time; during the lesson we ask a few questions/hardly any questions; in lessons we work in small groups sometimes").

Finally, it may be important to note that whereas the majority of first year pupils had expressed their preference at working with a partner during the lessons; the majority of second years indicated that their preference was to work in a small group as well as with a partner.

It may be argued that as the pupils get older there is more desire for the pupils to wish to work with more than one friend (ie. with a small group of friends) thus increasing their sociability and conformity to a group of people.

#### 6.4. ANALYSIS OF THE RESULTS OF THE THIRD YEAR PUPIL FEEDBACK SHEETS

The following information regarding the third year pupils' views from 366 completed sheets towards 11 physical activities offered at the school may be summarised as follows (see Appendix PFS 3:1-11).

##### ATHLETICS

(see Appendix PFS 3:1)

To summarise, many of the third year pupils in this sample thought that athletics was boring and that they spent most of their time being cold/miserable.

Furthermore, the girls stated that during the lessons they spent a lot of time listening to the teacher. The third year pupils also indicated that they understood a lot more in athletics lessons when they sat and watched others and that they found it hard to be interested during the lessons.

The majority of girls stated that in order to do well in athletics they had to work hard all the time and that they did not ask any questions during the lessons.

In addition, the third year group indicated that they sometimes worked in a small group during the athletics lesson, but that they preferred to work in one big group.

It seems evident from the third years' responses, that the athletics lessons did not appeal to many girls in this sample.

### BASKETBALL

(see Appendix PFS 3:2)

The majority of third year thought that basketball lessons were fun and enjoyable and that they spent a lot of time in the lessons playing a game. Furthermore, the pupils stated that they understood a lot more in basketball when they played a game. The third years also expressed that they found it hard to practice on their own and hard to satisfy the teacher. Many pupils indicated that to do well in basketball they had to work hard all the time and that during the lesson they hardly asked the teacher any questions. Finally, the majority of third year girls stated that they sometimes worked in small groups during the basketball lesson and that they preferred working in a small group.

### DANCE

(see Appendix PFS 3:3)

Many third year pupils thought that dance lessons were fun and enjoyable. In addition, the girls stated that they spent a lot of time in the lesson, listening to the teacher and watching others.

The majority of third year pupils indicated that they understood a lot more in dance lessons when they watched a demonstration, however many felt that it was hard to express their own opinions during the lesson furthermore, similar to previously mentioned lessons the pupils thought that in order to do well in dance lessons they had to work hard all the time.

Many third years stated that they did not ask any questions during the dance lessons and that they sometimes worked in small groups in the lessons which was to their preference.

#### GYMNASTICS

(see Appendix PFS 3:4)

To summarise, the third year pupils thought that the gymnastics lessons were fun and enjoyable and that during the lessons they spent a lot of time practising. Although some of the pupils stated that they spent a lot of time watching others and learning new skills the girls also expressed that they understood a lot more in gymnastics when they watched a demonstration.

Furthermore, the pupils indicated that they found it hard in gymnastics lessons to express their own opinions and that to do well in gymnastics they had to work hard all the time. The majority of third year girls stated that they hardly asked any questions in gymnastics.

Finally, the pupils said that they sometimes worked in a small group during the lesson, however, they preferred to work with a partner.

#### HOCKEY

(see Appendix PFS 3:5)

The hockey lessons were described by the third years as being fun and they spent most of their time learning new skills and enjoying themselves. In addition, they indicated that they spent a lot of time in lessons playing a game and that they understood a lot more in the hockey lessons when they played a game.

The third year group also stated that they found it hard to satisfy the teacher and that to do well in hockey lessons they had to work hard all the time.

Finally, many girls said that they asked a few questions during the hockey lessons and that they sometimes worked in small groups which was to their preference.

#### NETBALL

(see Appendix PFS 3:6)

The majority of third year pupils describe the netball lesson as being fun and that they spent most of their time enjoying themselves. Furthermore, many pupils indicated that they spent a lot of time in



the netball lessons playing a game and that they understood a lot more in the lesson when they played a game.

The third year group stated that they found it hard during the netball lessons to work well in small groups and to satisfy the teacher and that to do well in the netball lessons they had to work hard all the time.

Finally, many pupils expressed that during the netball lesson they asked hardly any questions and that they sometimes worked in small groups which was their preference.

#### ROUNDERS

(see Appendix PFS 3:7)

The rounders lessons were described by the third year group as being fun and that they spent most of their time enjoying themselves. The majority of pupils indicated that they spent a lot of time during the lessons playing a game and that they understood a lot more in the rounders lessons when they played a game.

Furthermore, the pupils stated that they found it hard to practice on their own and that to do well in rounders lessons they had to work hard all the time. Many third year pupils also indicated that they did not ask any questions during the rounders lessons.

Finally, the majority of third year pupils in this sample stated that they sometimes worked in small groups although the opinion of many of the girls was that they preferred to work in one big group.

### SOCCER

(see Appendix PFS 3:8)

The soccer lessons were described by the majority of third year pupils as being fun and enjoyable and that during the lessons they spent a lot of time playing a game. Furthermore, most pupils felt that they understood a lot more in the soccer lessons when they played a game.

Some pupils stated that during the lessons they found it hard to practice on their own and remember what the teacher said. In addition, most pupils indicated that to do well in the soccer lessons they had to work hard all the time and that during the lessons the pupils asked a few questions.

Finally, the majority of pupils stated that they sometimes worked in small groups during soccer lessons, however that their overall preference was to work with one big group.

### SWIMMING

(see Appendix PFS 3:9)

The majority of third year pupils thought that swimming was fun and that they spent most of their time enjoying themselves. Many pupils

also indicated that they spent a lot of time during the swimming lessons playing a game and that they understood a lot more in the lessons when they practised skills.

Furthermore, most of the third years stated that they found it hard in the swimming lesson to explain to the teacher what they were confused about and that in order to do well in swimming they had to work hard all the time.

Most pupils indicated that they did not ask any questions during the swimming lessons and that they sometimes worked in small groups. However, the majority of third year pupils expressed their preference of working with a partner during the swimming lessons.

### TENNIS

(see Appendix PFS 3:10)

Most third year pupils thought that the tennis lessons were fun and enjoyable and that they spent a lot of time in the lessons playing a game.

In addition, the majority of girls stated that they understood a lot more in the tennis lessons when they played a game and that they found it hard in the lesson to practice on their own.

Many of the third year group said that in order to do well in the lessons they had to work hard all the time and that during the lessons the pupils did not ask any questions.

Finally, although the third years stated that they often worked in small groups during the tennis lesson that their preference was working with a partner.

#### CROSS COUNTRY

(see Appendix PFS 3:11)

In the final lesson offered to the third year group many pupils felt that cross country was strenuous and that they spent most of their time feeling cold/miserable. Most pupils stated that they spent a lot of time during the cross country lesson learning new skills and that they understood a lot more in cross country when they practised skills. In addition, the majority of third year girls in the sample said that they found it hard to be interested during the cross country lessons and that in order to do well in cross country they had to work hard all the time. Many of the pupils stated that during the lesson they did not ask any questions. Finally, although most of the girls had indicated that they sometimes worked in small groups that their preference was to work in one big group.

#### 6.4.1. A SUMMARY OF THE FINDINGS SHOWN IN THE THIRD YEAR PUPILS'

##### FEEDBACK SHEETS

The data collected showed that 9 of the 11 lessons offered to the third year pupils were considered to be fun and enjoyable. The exceptions however, were the athletics, and cross country lessons where the majority of third year pupils had felt that athletics was boring and cross country was strenuous.

Many third year pupils expressed the view that they spent most of their time in the athletics and cross country lessons feeling cold/miserable and wishing they could do something different.

The girls stated that they spent a lot of time in the athletics lessons listening to the teacher and this may be argued has led to the majority of the third year girls feeling cold and miserable.

Many pupils indicated that during both the athletics and cross country lessons they found it hard to be interested and therefore this sample of third year girls gave a strong indication that they were not satisfied with either of the two lessons.

#### 6.4.2. SUMMARY OF THE FINDINGS SHOWN IN ALL YEAR GROUPS

It is interesting to note that not one year group indicated that they enjoyed cross country or thought it was fun. The general feeling amongst all year groups was that cross country lessons were seen as strenuous, boring, a waste of time and that the lessons were associated with the feeling of being cold/miserable.

The first year group indicated that they spent a lot of time in the lessons listening to the teacher. As the pupils got older their opinions seemed to change away from this view to the opinion that they thought they spent most of their time in lessons playing a game. It is important to note here that lessons which were less favourable to the pupils were associated with the experiences of waiting in the changing room and waiting for the teacher.

Only the first year group felt that they understood a lot more in many of the stated lessons when they listened to the teacher. In the second year group only during the athletics lessons did the pupils think they understood more when they listened to the teacher.

The third year group clearly felt that in a number of lessons they did not feel that they understood more when they listened to the teacher. The pupils therefore, seemed to show a change in their views from the first year to the third year in that where the younger age group had strongly felt that they did not understand more in the lessons when they listened to the teacher, the older pupils indicated that they understood more during the lessons when they played a game or when they practised skills.

In the next section there was an indication that as with the other areas, the opinions of the first years were significantly different to those of the second year and more particularly the third year.

The first year group indicated that they found it hard to practice on their own during many of the lessons whereas the second years stated that although they found it hard to practice on their own, they also found it hard to express their own opinions and to satisfy the teacher.

The third year group also found it difficult to practice on their own, satisfy their teacher and express their own opinions and to be interested in the lessons. It may be argued that dissatisfaction

regarding many aspects of the lessons became more evident as the pupils got older.

All year groups stated that to do well in the various lessons they had to work hard all the time. Some second and third year pupils and a few first year pupils indicated that they also had to agree with the teacher.

It is important to note also that a large number of pupils from all year groups thought that to do well in the lesson they had to, get changed quickly, have clean kit, and try to be as quiet as possible.

The first year pupils stated that they asked a few questions during the lessons and a small number of first years indicated that they hardly asked any questions during the lessons. Furthermore, no first year pupils have said that they did not ask any questions during the lessons. However, the second year pupils seemed to have a slightly altered view, in that they also stated that during the lessons they asked a few questions; but in addition more second year pupils said that they hardly asked any questions during the lessons and some did not ask any questions at all.

The majority of third year pupils indicated that they asked hardly any questions during the lessons and only some pupils stated that they asked a few questions.

It may be argued from these indications that first year pupils either seemed more willing to ask the teacher questions during the

lesson or feel that the teacher is more approachable to ask questions. The third year pupils, may feel that the teacher is not approachable in order to ask questions and that they do not wish to ask the teacher any questions.

However, even though the reasons behind this seeming change of feeling towards asking questions during the lesson is not clear, it is important to note that the third year pupils' views are very different from those of the younger pupils.

All year groups stated that in the majority of lessons they worked in small groups however the information collected from the pupil feedback sheets indicates that the individual year groups preferences towards how they would like to work during the lesson is significantly different.

The majority of first year pupils stated that they would prefer to work with a partner during their physical education lessons. It was only in the rounders lessons when they stressed a preference to working in one big group. The second year group indicated that they preferred to work with a partner in tennis and cross country; in a small group in dance, hockey, athletics, gymnastics, netball and in one big group for rounders. The third year pupils stated that they preferred to work in one big group for athletics, rounders, soccer and cross country and work in a small group for basketball, dance, hockey and netball and with a partner in the gymnastics, swimming and tennis lessons.



The information collected from the pupil feedback sheets seems to indicate that although the younger pupils preferred to work with a partner for the majority of their physical education lessons the older pupils seemed to prefer working in a small or large group.

It may be summarised from the 1086 completed pupil feedback sheets that the younger pupils seemed to have different views towards the physical education activities offered to them at the school. Although the majority of pupils in each year group indicated that they were satisfied with most of the activities offered to them in the physical education programme, cross country was unpopular with all year groups.

In addition, the second year pupils were unhappy with many aspects of their hockey lessons and the third year pupils were not happy about the athletics lessons.

The activities which were unpopular seemed to be associated with the pupils' feelings towards, the cold conditions; standing around listening to the teacher; the PE kit; and the level of success and failure associated with the activity.

With regard to the relationship the pupils had with their physical education teacher, the first years indicated that they were generally satisfied with many aspects of the teachers approach in the lessons and accepted that the teacher was directing the lesson; that they listened to what the teacher said and that they conformed readily to the teacher's methods of conducting a class.

However, there was some indication that in the second year and more particularly in the third year that the pupils were questioning the teacher's approach more, that they were less willing to accept the teacher's directions without questioning and were more critical of the teacher's methods towards conducting a class. Consequently, many of the older pupils felt that they should have more say in how the lessons were organised and what should be offered to them in the physical education programme at the school.

## CHAPTER SEVEN

### 7.0. DISCUSSION AND SUMMARY OF FINDINGS

#### 7.1. INTRODUCTION

In this section an examination of the findings of the study will be summarised. In addition, a summary will be given of how the work relating to girls' perceptions of physical education may be developed or utilised. Furthermore, a suggestion of how the main themes used in the study may relate in other research may be clarified. Finally, an identification of the studies limitations and suggested improvements will be made along with an examination of the implications for future initiatives. In an attempt to discuss the findings of the results in more depth a reference to the original main areas of enquiry relating to the study of girls' perceptions of physical education will be reviewed.

It has previously been established through a review of pertinent literature that in order to gain a clear understanding of how girls feel about physical education a number of main areas provided a framework for the enquiry; they were,

1. The physical education curriculum
2. The extra curricular
3. Parental influence
4. Teacher influence
5. Pupils previously gained experience/knowledge
6. General considerations.

It is through an awareness of the above sections that an attempt will be made to discuss the findings of the questionnaire, essays, interviews, pupils' feedback sheets, field notes and general observations (interviews).

#### 7.1.1. THE PHYSICAL EDUCATION CURRICULUM AND RELATIONSHIP TOWARDS GIRLS' PERCEPTIONS OF PHYSICAL EDUCATION

The findings of this study seemed to contradict the work of Allott (1966). The author found that the majority of girls in his investigation rejected the physical education programme and that this was reflected in their lack of willingness to participate in physical activity after leaving school. However, the conclusions from this report show that a large majority of pupils were generally in favour of the school physical education programme.

The main findings of this study show that generally the pupils:-

1. Enjoyed most of the physical activities offered to them in the physical education programme.
2. Enjoyed working in the physical education environment (especially indoor).
3. Enjoyed working with their friends (in small groups/especially the older pupils).
4. Found it rewarding to be good at a particular activity.
5. Thought physical education was an interesting subject.
6. Stated that physical education was an important subject (for fitness and health, break from lessons, learning new skills).

7. Wished to participate in physical activities when they left school (only 3% of pupils stated that they thought they would not participate in physical activity when they left school).

In contrast however, the study does seem to agree with both Allott (1966) and Smallridge (1967) findings that traditional games still tend to take up most of the time in the physical education programme. This study showed that nearly 80% of all the girls at the school had previously been in a school team or club at their junior school and that the activities most participated in were netball, gymnastics, hockey, rounders and cross country. However, this number declined as the children got older and 70% of girls in the study stated that they were not presently a member of a school team or club. Of the pupils who indicated that they were a member of a school team or club the activities may be outlined in rank order of participation; hockey, netball, dance, cross country, basketball, tennis, swimming, gymnastics.

Previous studies have shown that the physical education programme offered in schools does not reflect the physical activities participated in by the girls in their spare time. Abel and Knapp (1967) discovered that the girls favourite physical activities were tennis and swimming and the most disliked activities were hockey and gymnastics. Consequently, although tennis and swimming took up very little time in the schools physical education programme these were in fact the activities the girls preferred to participate in in their spare time along with horse riding. It is important here to consider

the socio-economic factors which may have determined the girls preferred spare-time activities. Similarly, Smallridge (1967) found that although the physical education curriculum was dominated by traditional games based activities the most popular activities participated in by the girls were; badminton, modern dance, ice skating, swimming, table tennis and tennis. In a more recent study Moir (1977) found a similar conclusion. The author found that the activities the girls preferred which were; swimming, walking, badminton, keep fit and dance did not relate to the traditional games orientated physical education curriculum offered in the majority of schools.

In this study, the findings indicated that although 62% of first year pupils did not participate in physical activity during their spare time, 70% of second and third year pupils did participate in physical activities. However, similar to literature previously mentioned the activities preferred by the girls was not seen to reflect the existing physical education programme offered to them at the school to a great extent.

The only activities offered at the school which seemed to be associated with the pupils' preferred participation during their spare time were swimming and dance. However, swimming is offered only to first year pupils in their physical education programme and the educational type dance offered to pupils at the school does not relate greatly to the ballet, tap, modern, jazz dance participated in at outside clubs and dancing schools.

The first year group stated that the activities they chose to participate in during their spare time were swimming, horse riding, dance and badminton. Second year girls indicated that they preferred to take part in swimming, cycling, horse riding, dance and badminton during their free time. Lastly the third year pupils indicated that they preferred to take part in swimming, cycling, roller disco, horse riding and dance in their spare time. To summarise, the most popular spare time activities seem to be; swimming, cycling, horse riding, dance, and roller disco.

The first year pupils' favourite activities in school were dance, swimming and netball. The second year pupils stated that they preferred swimming, dance and tennis. Third year pupils favoured tennis, rounders and swimming.

It may be argued that the facilities which the school provides for the pupils participation in physical activities are not matched by the community facilities. However, in the town where the children lived there was an established leisure centre (with swimming pool); facilities for playing the major outdoor games; a gymnastics club; an athletics club and a number of dancing schools. On the other hand there was no obvious facility for the girls to play football and rugby. This study shows that the pupils liking for physical education does not seem to be reflected in the pupils choice of participation in physical activities. The girls seemed to want to participate in activities which may be less-team orientated and as the pupils got older more sociably orientated (ie. working with friends, meeting with boys).

The first year pupils favourite activities in school were dance, swimming and netball. Second years stated that they preferred swimming, dance and tennis. Third year pupils favoured tennis, rounders and swimming.

The least preferred activities indicated by first year pupils were hockey and cross country. A similar pattern was discovered when the second year pupils stated that they did not like cross country and hockey. Third year pupils also showed their dislike for cross country but dance and table tennis also. All year groups were unanimous in their feelings towards cross country lessons. Many of them felt that cross country was associated with cold weather conditions; poor field conditions; embarrassment of running in "skimpy PE kit" and worried about the continual fear and embarrassment of coming last or near the end of their running group. Most pupils stated that cross country was hard, strenuous and a waste of time. Hockey was also seen by many pupils as an activity they did not enjoy. However, it must also be noted that many pupils did enjoy the hockey lessons especially the third year group. First year girls in particular felt that hockey was a difficult game to be good at and that much of the time was spent listening to the teacher, trying to understand the rules and learning the skills and trying to satisfy the teacher. Many first year pupils felt that they were not good at hockey and cross country and that they did not gain much satisfaction from the activities. Furthermore, the majority of pupils in all year groups indicated that they wanted to be good at physical education, however very few pupils stated that they thought they were generally good at physical education. The majority



of pupils felt that they were not sure whether they were good or not and many thought they were not good at physical education.

It may be argued that the pupils who are good at the particular physical activities and at physical education in general, may gain more satisfaction from their experiences and consequently enjoy physical education more than the girls who see themselves as not being good at physical education. In addition, it may be through the less-able girls exposure to the open environmental team/game situation that some pupils are shown up, shouted at, embarrassed at making a fool of themselves and consequently are put off physical activity and physical education.

Moir (1977) states that:-

"Preference for participation in physical activity seems to depend on personal interest or being good at an activity."  
(35).

This study's findings seem to indicate similar conclusions however, another inclusion must be made. The majority of girls in this study stated that they thought they could work closely with their friends in physical education.

In addition, there seemed to be a definite relationship between the pupils' closest friends' interests in physical education and their own interests and preferences. Furthermore, many pupils indicated that they liked physical education because they could work with their friends, they could share a laugh in lessons and they enjoyed being in a group (especially the older pupils).

These findings are similar to Scott (1980) who indicated that:-

"Most pupils preferred working in groups". (36).

In the assertion of likes and dislikes in the physical education programme the following areas were described as not being liked by the pupils:-

1. Going out in the cold
2. Cross country
3. Showers

The area of the pupils dislike for participation in physical activities outside in the cold, has previously been referred to and activities such as cross country and hockey have also been associated with the weather conditions.

An overwhelming majority of pupils dislike having showers. This area became one of the most unpopular activities referred to by the girls when they described their dislikes in physical education. Many pupils associated showering with feeling embarrassed when showering with other people in a public area; having to show others what they'd got; and showering in an unattractive area which always seemed to be dirty.

The majority of pupils described their likes as following:-

1. Physical education is fun, enjoyable, it's a laugh and a break from work
2. Most of the activities are enjoyable

3. Our favourite activities are; swimming, dance, tennis, netball and rounders
4. We like these activities because they are fun; enjoyable; good at it; enjoy playing together; being with friends.
5. Physical education keeps us fit and healthy
6. We enjoy physical education (only 5% said that they did not like physical education)

Although there is overwhelming evidence to show that the majority of girls enjoyed physical education many pupils stated that the physical education programme may be improved in the following ways:-

1. We would like more variety of activities in the programme
2. The new activities we would like to see are, trampolining, volleyball, badminton and soccer
3. We would like more choice in the activities we are offered
4. There should be no outdoor physical education when it is cold
5. We should not have to have showers
6. We should like to have more say in the organisation and planning of the physical education lessons
7. We would like to have the opportunity to have the same activities as the boys
8. We would like fewer restrictions on PE kit
9. The teachers should listen to us more
10. We would like smaller groups
11. We would like longer lessons
12. We would like some activities to be mixed.

Generally the pupils thought physical education was an important subject and the main reason given by the girls for thinking physical education was important was that it kept them fit and healthy, it was a break from lessons and they learned new activities. These findings were similar to those of Abel and Knapp (1967) and Scott (1980). Both studies showed that the pupils had indicated overwhelmingly that fitness and health was important to them. Abel and Knapp (1967) also stated in their study that the main reason which the girls gave for enjoying physical education was to have fun. It was observed that many pupils who considered themselves to be good at a particular activity also enjoyed the activity and in many cases the pupils' preferred physical education lessons were the ones in which they felt they were good at or gained satisfaction and success. Moir (1977), had found a similar conclusion in her study. The author stated that:-

"....it seems to be true that children who are good at physical activity enjoy it more". (37)

and consequently, not being good puts them off.

It became evident throughout the study that similar to Coe (1984) findings that many pupils found it difficult to say whether or not they thought they were good at physical education. However, the majority of pupils knew which activities they were not good at and this had an important effect on their preference for an activity. In addition, Ikulayo (1983) also observed in his study of attitudes of girls towards physical education that:-

"Physical ability was a major consideration in helping the girls to develop positive attitudes towards certain sports such as athletics, netball and gymnastics. It was apparent that those girls who were skilful would always emerge as winners in athletics, they would dominate play in netball

and they would be the ones who would attempt difficult stunts in gymnastics." (38)

To summarise therefore, the content of the physical education curriculum seems to have had an important influence on the children's attitudes towards physical education. A similar finding may be referred to in Figley's (1985) more recent study which showed that the content of the physical education programme was ranked first in order of main influencing factors in determining school children's attitudes towards physical education. ✓

In addition, it was clearly evident that a number of activities in which the pupils participated during their spare time did not relate to the physical education programme in schools. Furthermore, the general household survey (1983) indicated that the most popular activities favoured by children during their spare time in this age group was walking; swimming; keep fit; jogging; cycling; badminton and tennis.

It seems evident from this recent survey that many children do not seem to wish to participate in any of the traditional major team games activities. If school is seen as an important influence upon the encouragement of leisure interests as a lifelong activity then the findings of this study have strong implications for the future planning and development of the content in physical education programmes. In addition a consideration of the proximity of leisure opportunities, young peoples mobility, cost of activities and the ✓

preference of a long term commitment (ie. team sports as opposed to a less structured occasional participation is paramount).

#### 7.1.2. PARENTAL INFLUENCE AND ITS RELATIONSHIP TOWARDS GIRLS'

##### PERCEPTION OF PHYSICAL EDUCATION

In an attempt to examine whether or not the pupils' parents influenced their children's attitudes towards physical education the area of parental encouragement in physical education and extra-curricula activities was assessed. Furthermore, an examination of the parents own interests was made in order to see whether their participation or non-participation in physical activity during their leisure time influenced their children in any way. Lastly, in addition to discovering whether or not the pupils' families influenced them at an early age in any way, the pupil's previously gained experience and knowledge through their junior school experience was also examined.

Throughout the study many pupils found it difficult to say whether or not their parents had encouraged them to do well at physical education at an early age and even at their present school. Further discussions with the girls revealed that many of them remembered their fathers taking an interest in their brothers' sporting achievements and that they were only encouraged by their parents if they were seen to have an outstanding ability in physical activity.

Some girls remembered that they always wanted to do well at sport because their fathers would give them more attention and many of them

would like to join in the boys' kick around in the street and in the playground. However, it may be argued that many parents subconsciously discouraged their daughters to do well at physical activity and only encouraged their sons due to society's pressure that boys were the natural sportsman and it wasn't feminine for girls to do sport. It was evident through the discussions with the girls that they even felt hard done by at their junior school. Many girls felt at an early age that the girls were encouraged at school to participate in netball and dance, the boys soccer and rugby. The girls stated that their teachers (who were not P.E. specialist teachers) made it clear to them that the girls should do girls' sports and boys do the boys' sports.

Some girls indicated that the activities they did at junior school depended on what teacher they had. The activities were determined by the interests of the class teacher and many girls felt that they did not get a good grounding in most of the physical activities in junior school. When asked whether or not they had enjoyed physical education at their junior school, only half the pupils indicated that they had, many were not sure and 30% stated that they did not like physical education at their junior school. Many of the girls stated during their interviews that physical education at the junior school was disorganised, the facilities were not very good and some teachers couldn't teach it properly.

The pupils were asked if their parents encouraged them to do well in physical education at their present school. 51% of the girls felt that their parents did encourage them, 25% were not sure and 24% said

that their parents did not encourage them to do well at physical education. All year groups gave a similar response to this area in question, however the third year pupils did suggest that their parents encouraged them in their academic subjects more than in physical education. Many parents had impressed upon their children that doing well in physical education would not get them through their exams. Many third year pupils felt that their parents were essentially concerned about their examinations and their attitude towards academic work. When the pupils were asked if their parents encouraged them to participate in physical activity in their spare time similar responses to the previous area were obtained. 53% of the girls stated that their parents did encourage them to participate in physical activities in their spare time; 16% were not sure and 31% said that their parents did not encourage them to participate in physical activities in their spare time. In addition, the pupils were also asked if their parents themselves took part in any physical activities in their spare time and which activities if any did they participate in. The respondents indicated that 61% of their parents did participate in physical activity during their spare time and 39% did not. There seems to be a relationship between the number of parents taking an active interest in physical activity and those parents who encouraged their children to participate in physical activity. Therefore, it may be argued that the parental interest in physical activity, may influence their children's attitudes towards physical education through their own experiences and attitudes towards physical education.

The parents most popular spare time interest was swimming then squash, badminton, soccer, keep fit, jogging and tennis (unfortunately



there was no clear indication as to the percentage of male and female parents who took part in these activities). It was evident from the study also that swimming was chosen by those pupils and parents for being the most popular physical activity participated in during their spare time.

Boothby et al (1980) found that childrens' attitudes towards physical education were influenced by their parents taking an interest in their children at an early age. Although this study indicated that the pupils found it difficult to state whether or not their parents had encouraged them at an early age there was evidence to suggest that at their present school one half of their parents were encouraging them to do well in physical education. Boothby also stated that the parents' own sporting interests related to the interests of their children. It was evident that the findings of this study suggested also that swimming in particular was seen as a popular activity for both parents and pupils.

Scott (1983) also made reference in his article (Attitudes of Girls Towards Physical Education) to the suggestion that parent influence and interest can be a strong influencing factor which could affect children's attitudes towards physical education. Furthermore Boothby et al (1980) had examined parental influence on children's attitudes towards physical education in more depth in his study and concluded that:-

"....parental interest (or disinterest) in sport is likely to be transmitted to the next generation. Such parental interest may include the parents own sports activity, their interest in watching or reading about sport, their degree of

play interaction with their children, even their attitudes towards winning and competing." (39)

Although the study did not look into the area of parental influence in great depth, a similar conclusion was made which related to Boothby's findings, that the pupils' mothers' sporting interests were considerably less than those of their fathers. It may be argued that from an early age young girls may be conditioned into not taking an interest in physical activity due to the lack of availability in parental support and encouragement.

Of the girls in the study who stated that their parents did encourage them from an early age, many still had an active participatory interest in physical activities offered to them in school and out of school. However, it still remains evident that many girls were encouraged to participate in feminine activities (i.e. ballet/dance, gymnastics classes) and their brothers into masculine activities - soccer, cricket, rugby etc.

Ikulayo (1983) also supports the notion that parents do affect their children's attitudes physical education. In addition, Butcher (1983) states that parental influence is second to movement satisfaction in the rank order variables which relate to girls' participation in physical activity. The author stresses that, situational factors are more important than personal attributes when determining the influences on children's attitudes towards physical education. Figley (1985) found in her study that pupils had said they liked physical education and were good at it, because they had been

brought up in a sporting family. Therefore, the findings in this study may be seen to have similar comparisons with previous literature.

It may be summarised therefore that girls who are encouraged into participating in physical activities at an early age by their parents seem to develop positive attitudes towards continuing to participate in physical activity at school and as a spare time pursuit.

In addition, many girls indicated that they thought they were not given as much opportunity as the boys were to take an interest in physical activity within the family and junior school. Finally, it may be argued that children's early experiences of physical activity whether it be within the family or at school may be of great importance when attempting to encourage children to adopt positive attitudes and interests in physical education as a lifelong activity.

#### 7.1.3. TEACHER INFLUENCE AND ITS RELATIONSHIP TOWARDS GIRLS'

##### PERCEPTIONS OF PHYSICAL EDUCATION

The majority of pupils in the study generally stated that they thought they got on with their physical education teacher. Few pupils (8%) said that they thought that they did not get on with their teacher. It is interesting to note that there seemed to be similarity between the year groups as a whole, apart from the third year pupils showing slightly higher percentages of pupils feeling that they "did not get on with their P.E. teachers". A similar response was given by the pupils when they were asked to indicate whether or not they

generally thought that got on with other PE teachers. However, it is important to note that more children in this section gave a not sure response to this question, suggesting that perhaps it was only with the physical education teacher they had on a regular basis where they felt sure about their relationship with their teacher. Furthermore, many children especially the older pupils expressed their displeasure of having "stand-in" P.E. teachers. They felt that having these teachers unsettled them in that they had to build up a new relationship with this teacher; the teacher had different teaching styles and approaches than their previous teacher; they felt unhappy about being "messed around" and many pupils felt discontent with this situation. This unsettlement during this time seemed to have a great effect in many of the pupils. Some started behaving in an unacceptable way to prove a point and to gain attention for their discontent. Many began to ask openly why it was always them that were messed about. Some suggested that they should have a specialist teacher who knew how to teach physical education.

It seemed evident that many pupils felt very strongly about this situation and the findings in this study that the majority of pupils valued a stable relationship with their physical education teacher and any conflicting situation may unsettle them to an extent where they show their displeasure through unacceptable behaviour and poor attitude.

Generally, the pupils seemed to indicate a favourable attitude towards their Physical Education teacher.

A distinctive pattern emerged from the pupils' responses to the statements regarding their Physical Education teachers. It seems from these findings that although generally many pupils from all year groups seemed to favour the teachers' styles and approaches, many third years showed a growing discontent with some aspects of their physical education teacher's methods.

It became clear that although the first year girls in particular seemed to accept their Physical Education teachers methods and approach without evident question the older pupils began to question their teacher's styles and methods in a more critical way. The areas in which the older pupils seemed to be particularly concerned with were:-

1. The teacher putting them off physical education
2. The teacher picking on the pupils if they were not good at physical education
3. The teachers not making the lessons interesting

In these three areas, there was a significant increase in the third year pupils responding in a non-favourable way. The decrease in satisfaction with the Physical Education teachers approach and style as the pupils got older may indicate that either the third year pupils were becoming more critical due to adolescent development and needs (ie. the desire to be treated like an adult; the wish for more responsibility; the need for more involvement in the lessons; the need to question adult directions and approaches). In addition, the lack of awareness and flexibility of the teacher to observe and adapt to

the changing needs of their pupils, may be paramount. Furthermore, a consideration of more in depth teaching rather than giving the pupils a shallow experience of an activity in order to provide them with a wide range of activities may be pertinent to future planning.

This area must be considered to be an area in which further research may be undertaken as the analysis and conclusions from this aspect of the physical education programme may prove to be complicated and time-consuming. The implications for the physical education teacher and the curriculum may be observed for the development of future planning strategies.

It may be argued that as the pupils get older they become more uncertain as to whether or not their teacher, tries to make the lesson enjoyable, looks unfit and unhealthy, tries to encourage them, understands them as individuals and is good fun. The third year views may be influenced by their experiences of seeing many of their peers losing interest in the subject due to other interests or needs (ie. meeting with boys, fashion, trends, changing self image, developing self awareness, growing self consciousness, studying for exams etc.). Furthermore, it may be argued that the older pupils require more flexibility in their physical education lesson; need more reassurance and encouragement than the younger pupils; need to relate to physical education as a worthwhile and relevant subject; need to have the opportunity for more responsibility, choice of activities, variety of activities, decision making roles and more communication with the teacher.

There seems to be a need for more evidence to be certain of the issues relating to the evident changes in older pupils views and opinions. The majority of pupils from all year groups seem to have favourable attitudes towards their physical education teachers and their methods and approaches. However, it is important to note that the findings in this section indicate that as the pupils get older their views and opinions change and some become more critical of the physical education teachers' approach and style.

The finding of this study seems to relate to previous literature which indicates that physical education teachers may have an important influence on pupils' attitudes towards physical education (Mason 1965; Mosston 1966; Cheffers 1972; Mancini et al 1976; Hendry 1978; Ikulayo 1983; Morris 1985; Figley 1985.)

Mason (1965) states that there is a need to change pupils' attitudes from a less desirable to a more desirable one and concludes that the teacher's approach is very important in that he or she should adapt and meet the social and physical conditions in which positive attitudes may be developed.

Mancini (1976) goes on to say that pupils who are involved in decision making within the physical education programme demonstrate more favourable attitudes than pupils not involved in decision making. This study seems to agree with Mancini's view that teaching styles and approaches seem to affect pupils' attitudes towards physical education.

In addition Morris (1985) adds that a teacher's enthusiasm and approach towards a class produces a warm and pleasant atmosphere and that a pupil's response is likely to be favourable.

Finally Figley (1985) states that the teacher has an important influence on both positive and negative attitudes of pupils towards physical education. The author goes on to say that positive attitudes are determined by the teacher's reinforcement, personality, teaching and helping; and negative attitudes are determined by the teacher's lack of reinforcement, personality, level of equity and fairness.

It is evident from the pupils' responses that the physical education teacher does influence the attitudes of the pupils towards physical education and that a favourable teacher will play an effective role in stimulating and encouraging the pupils to actively participate in the lesson and a less favourable teacher may promote the opposite effect. As very few pupils in this study seemed to have very strong negative views regarding their physical education teachers, the area of teachers' influence on negative attitudes towards physical education may not be easy to assess. The majority of pupils did seem to indicate that generally they had favourable attitudes towards their physical education teachers and this may be reflected in the high percentage of pupils who stated that they liked and enjoyed physical education.



7.1.4. PUPIL'S SELF PERCEPTIONS AND ITS RELATIONSHIP TOWARDS GIRLS  
PERCEPTIONS OF PHYSICAL EDUCATION

The findings of this section which refers to pupils' perceptions of themselves seems to indicate that generally pupils enjoyed portraying themselves. Many girls stated that they found it interesting to describe themselves and the results of the section produced some useful data.

The majority of pupils in all year groups stated that they were happy, healthy, independent, liked to be good at physical education, liked to work hard in physical education, that physical education was interesting to them, that they liked to succeed in physical education and that they were glad that they did physical education. The findings show that generally many pupils gave favourable statements to their self descriptions and it is interesting to note that many of them indicated that they were glad that they did physical education and that it was interesting. In addition, the majority of pupils had stated previously that they had to work hard in lessons in order to do well in physical education. Here there is a strong indication that the majority of pupils in fact like to work hard in physical education and furthermore, they like to be good and succeed in physical education. Finally, the majority of pupils described themselves as being happy and healthy and it is interesting to note that all year groups indicated that they were independent. The year groups differed significantly in some areas of self perception. Many of the first year pupils described themselves as being tall whereas both second and

third year pupils seemed more concerned about their weight and described themselves as being of average weight.

It may be argued that the first year pupils are more aware of a growth spurt which occurs around the age of 11 and 12 and this may be why they see this area as being a significant aspect of themselves. In contrast, it may be argued that both the second and third year groups may be more aware of a filling out or putting on weight aspect in their adolescent development and feel this may be of great significance to them in their self descriptions. However, this study has not undertaken a wider and deeper study of why the pupils describe themselves in this way although it may be stressed that there is a need for research to be carried out in this area in more depth.

In an area which examined the "sociability of pupils", first years referred to themselves as wishing to work in a small group and it is evident from data collected from other sections that the first year pupils were very keen to work with a partner or with a small group in physical education. In contrast it is significant to note that as the pupils get older they seem to become more concerned about being sociable and many stated that they preferred to work in a small group or large group and not so much with a partner.

It may be argued that as the pupils get older they become more aware of their peer groups and like to identify with a bigger group. In addition, the third year pupils may become more confident in a social setting as the physical education environment tends to enhance a social setting, the older pupils may also gain more confidence in

the physical education lesson. Similarly the majority of third year girls stated that they had lots of friends. Once more, this seems to relate to the older pupils awareness and concern regarding the importance of having friends and working in a small/large group. Statements given by the third year pupils which refer to themselves as being talkative also gives an impression that maybe the third years feel more confident and outgoing as they get older.

#### 7.1.5. SUMMARY OF THE DATA COLLECTED IN THIS SECTION

To summarise therefore, the findings in this section seem to indicate that the majority of pupils in all year groups describe themselves as being happy, healthy, independent, like to be good at physical education, like to work hard in physical education, that physical education is interesting to them and that they like to succeed in physical education and that they were glad they did physical education.

It is also important to note that as the pupils get older their perceptions of themselves change and although further research is necessary to determine the real effects this may have on their attitudes towards physical education, it is necessary to be aware of the relationship between the girls changing self perceptions and its affect on their attitudes towards physical education.

## 7.2. A SUMMARY OF HOW THE WORK RELATING TO GIRLS' PERCEPTIONS OF PHYSICAL EDUCATION MAY BE DEVELOPED OR UTILISED

### 7.2.1. THE PHYSICAL EDUCATION CURRICULUM

It may be stated that much of the findings of the study relates to previous studies undertaken in the area of examining children's attitudes towards physical education. However, there still seems to be a significant amount of important data that specifically relates to the adolescent girl between the age of 11/14. Although the general conclusions from the study implies that a great majority of the pupils liked physical education and that most of them clearly indicated that they thought they would continue to participate in physical activity after leaving school, there seems to be a significant change in attitudes between the younger and the older girls.

The findings indicated that a large majority of first years in particular were satisfied with many aspects of the physical education programme, including the physical activities, the teachers' approach; the P.E. kit; the showers; their self-achievement and their self-esteem.

The older pupils and in particular third year pupils clearly showed their developing dissatisfaction with the physical education programme including, the lack of variety and choice in physical activity; the lack of opportunity to express their opinions; their dislike of having showers; wearing "unfashionable and impractical" P.E. kit, not being treated like adults; their sensitive awareness of self-image and body-

image and their preoccupation of being accepted in a social group. Furthermore, many third year girls seemed to want the physical education teacher to be aware of their needs and adapt to their desire to want to be involved in decision making processes within the physical education programme.

As the majority of pupils in all year groups indicated that they enjoyed physical education, that it was an interesting and important subject to them, it may be argued that not enough evidence was found to support the view that the pupils' needs and perceptions towards physical education changed as the pupils got older. It was evident however, that there did not seem to be a strong relationship between the school physical education programme and the girls' participation in out of school physical activities. Whereas the school's physical education programme was dominated by traditional games-like activities, the most popular physical activities participated in by the girls were, swimming, cycling, horse riding, roller-disco and dance. Furthermore, the study showed that very few pupils participated in a major-team sport in their spare time and that the girls seemed to want to participate in activities which were less-team orientated and more socially-orientated, (particularly the third year girls).

As the pupils got older there was a strong indication that many girls were becoming more self conscious; more aware of their body-image and self-image; more independent and more sociable. Although the finding implies that the pupils' parents influenced them at an early age, the girls become more concerned about their relationship

with their friends and peers and increasingly aware of receiving attention from the opposite sex.

The majority of girls stated that although their favourite activities in physical education were swimming, dance and tennis they would like to have the opportunity of doing trampolining, volleyball, badminton and soccer in their lessons. In addition to the new activities in the physical education programme, the majority of pupils also stated that they were not happy with going outside in the cold weather; that there should be smaller group sizes and longer lessons; that there should be less restrictions in the physical education kit; no showers and that the girls should have the same opportunities as the boys in physical education. Many pupils felt strongly that girls should be allowed to participate in the same physical activities as the boys, especially soccer, cricket and basketball (the girls did not seem sure about rugby).

If the school physical education programme aims to cater for all its pupils' needs through an awareness of the girls' likes and dislikes; differences in adolescent behaviour and interests; changes in self and peer awareness; and an understanding of the lifelong educative requirements of the young person, then it may be argued that it is important to study girls' perceptions of physical education and consider how the girls are influenced in their perceptions.

It seems evident from this study that the content of the physical education programme may not influence the girls' perceptions to a

large extent and that other important influences may affect the pupils' attitudes towards physical education.

The implications for physical educationists may be that there is a need to study in more depth the area of the content of the physical education programme and its influence on pupils' attitudes towards physical education.

#### 7.2.2. PARENTS

It became evident throughout the study that many of the girls were not sure if their parents actually did affect their attitudes towards physical activity and physical education. Many pupils who participated in physical activity in their spare time at an early age (i.e. junior school) felt that their parents did support their desire to participate in physical activity however, some girls indicated that they were more aware of their father encouraging their brothers to do well in sport rather than themselves. This interesting and useful finding must be considered to be an important finding in the study, however, there was not sufficient data to support this view to any great depth and the need for more research in this area may be necessary.

Although the majority of girls expressed a desire for their parents to encourage them more in physical activities, it was clearly evident from the study that the parents who themselves participated in physical activities in their spare time, encouraged their children to participate and do well in physical education at school.

Swimming, was the most popular physical activity participated in by the girls' parents in their spare time, followed by squash and then badminton. It is interesting to note that swimming was also the most popular activity participated in by the girls during their spare time.

Although the study's findings indicated that parents may have more influence on their children's participation in physical activities at a younger age, there is need for a more detailed comparison between the physical activity interests and their children. It was evident from the data collected in the study that the older pupils felt that their parents encouraged them in the academic subjects rather than physical education. In addition, there was a clear indication that there was an increase in participation in physical activities as the pupils got older and that this seemed to be linked to the third year desire to participate with their friends and to socialise with the opposite sex rather than from any parental encouragement.

To summarise, although the study shows that parents influenced their children at an early age the influence of the pupils' friends and peers becomes a more evident factor in the participatory interests in physical activity among the older pupils. There is need for further study in this area as many of the parents in the school catchment area were from middle/class orientated backgrounds where financial support and general interest in supporting their children at school was evident.

Finally, the influence of parents especially of children at an early age may provide the young person with a favourable environment



in which positive attitudes towards physical activity and physical education may be developed. Therefore, it may be an important consideration for any promoter of physical education that parental involvement and awareness of their children's development in physical activity may be an essential support to any physical education strategy.

### 7.2.3. THE TEACHER

The results of the study showed that the majority of pupils indicated that generally they had favourable attitudes towards their physical education teachers. It may be argued that this attitude may reflect the high percentage of pupils at the school who stated that they enjoyed physical education.

Only 8% of the total number of girls in the study felt that they did not get on with their physical education teachers. Further analysis indicated that there seemed to be a strong relationship between these girls and a less-favourable attitude towards their physical education teacher.

It may be argued therefore, that the pupil/teacher relationship is one of great importance as the evidence in the study shows that the physical education teachers may influence their pupils attitudes towards their subject. Although the study did not examine the relationship between the teacher and the pupil in great depth, the discussion and observations made with the girls indicated that they thought the teachers personality and style of teaching was important

to them. As only a few of the pupils were involved in this area of enquiry there seems to be a need for further research.

Throughout this enquiry it is also interesting to note that as the pupils get older they seemed less satisfied with their physical education teachers. The results showed that the third year pupils became more critical towards their physical education teachers. Some had the view that the teachers did not make the lesson interesting; pick on them if they were not good at physical education; and put them off physical education. However, the majority of pupils indicated that the physical education teachers generally tried to make the lessons enjoyable; did not put them off physical education; were not too strict; seemed fair; did not look unfit and unhealthy; tried to encourage them; did not pick on the pupils if they were not good at physical education; did not make the lessons boring; made the lessons interesting; were good fun and were not boring people.

A distinctive pattern emerged throughout the results of this enquiry to reveal that more third years responded less favourably to each statement than the younger girls.

Further discussions and observations with the older pupils showed that many of them were discontent with some aspects of their physical education teacher's methods and styles of teaching. In addition, the older pupils became more uncertain as to whether or not they had a favourable relationship with their physical education teacher. Some third year pupils indicated a desire to have more opportunity to express their feelings in physical education; wanted less restrictions

on physical education kit; wanted more choice and variety in the activities they were offered; less formal direction by the teacher and more opportunity to be involved in the decision making processes within the physical education programme.

Although generally, all year groups favoured their physical education teacher's personality as the pupils got older they seemed to want the teacher to be more aware of their likes and dislikes; have more discussions with them; and have more opportunity to organise the lessons themselves.

To summarise, the majority of pupils in the study had favourable attitudes towards their physical education teachers and this may be a reflection of their positive attitudes towards physical education generally. However, the study indicated that as the pupils get older some may become dissatisfied with aspects of the teacher's style and approach. Therefore, it may be of importance to physical educationalists to be aware that as the pupils get older their needs and interests seemed to change (ie. differences in adolescent behaviour; developing awareness of self-image and peer acceptance; increasing awareness of opposite sex; increasing need to want to be treated as adults). Consequently, further research is required if physical education teachers are to become fully aware of the detailed reasons behind the pupils evident change in needs and interests, as this may influence their attitude towards physical education.

#### 7.2.4. PUPILS' SELF AND PEER PERCEPTION

The findings of this study showed that generally the girls perceived themselves as being happy; healthy; independent and that they were glad they did physical education. Furthermore, a large majority of pupils indicated that they liked to be good and succeed in physical education. However, most of the girls stated that they were not sure whether or not they were good at physical education.

It could be argued therefore, that the pupils may not have had sufficient feedback or encouragement from their teachers, parents or friends in their effort to gain recognition in physical education. However, it was evident that most of the pupils were aware of not being good at a particular activity or physical education in general.

Although the results were not clear as to how the pupils recognised their own ability in physical education, further discussions with the girls showed that from an early age they were aware of their ability in physical activity when involved in a group activity. It is also interesting to note that the confident girls who described themselves as being good at physical education were interested in the traditional team game activities (ie. netball and hockey) and were also in the school teams. It may be argued that the enjoyment of the traditional game activities may be associated with the pupils' self perception and that the larger team activities may be more appealing to the girls who have good ability, are confident, assertive and like working in a large group.

The majority of first year pupils preferred working in pairs, the second years in pairs and small groups and the third year pupils in small and large groups. Furthermore the findings indicated that as the pupils got older they became more confident in a social setting; they wanted to identify with a larger group of friends; that they were talkative; competitive; and more aware of their self and body image. Further discussions with the pupils who did not like the large group activities showed that they were the less able, less confident girls, who hated being shown up; picked on; shouted at and rejected from the larger group. These girls indicated that they preferred the more individual-orientated activities and partner-orientated activities (ie. swimming, dance, trampolining, volleyball, badminton).

To summarise therefore, an overwhelming majority of pupils indicated that they liked to be good and succeed in physical education. Many of them liked to be encouraged by their teacher and parents' however, as the girls got older they were more concerned about being recognised and accepted in a group of friends. The majority of pupils stated that their favourite activity closely related to their closest friends favourite activity and that in physical education they could work closely with their friends. Most of the pupils described themselves as being happy; healthy; independent; they thought physical education was fun and enjoyable; that they did physical education in school to keep them fit and healthy; that physical education was an interesting and important subject; and that nearly all of them stated they would continue to participate in physical activities when they left school. The majority of pupils stated that they preferred a variety of physical

activities including individual and partner orientated activities (ie. swimming, dance, trampolining) and team orientated activities (ie. especially indoor team/games, volleyball) but disliked cross country and did not like to be outside in the cold weather.

### 7.3. IDENTIFICATION OF THE LIMITATIONS AND SUGGESTED DESIGN

#### IMPROVEMENTS FOR THE STUDY

It is realistic to assume that the study of 314 girls from one school in the 11-14 age group may not be as useful as a study which examines children's perceptions of physical education from a wider age range through a larger sample in a comprehensive number of educational institutions. However, the limitations of this study may be recognised as the following:-

1. Comparatively small sample of single sexed pupils
2. The study was carried out in one co-educational school
3. The year groups examined were first to third year pupils  
(ie. 11 to 14 years)
4. The data was collected on a random basis at no set time during the day or week
5. The pupils knew the researcher and half the pupils who were involved in the study were taught by the researcher
6. Considerable emphasis was placed on the designing and implementing of a questionnaire which proved to be the most straight-forward method of receiving information from the pupils

7. The essays associated with likes and dislikes in physical education were completed by a random sample of pupils who in the main were not taking part in PE for a number of valid reasons
8. The pupil feedback sheets had not provided sufficient useful data due to restrictions imposed by the construction of the sheets
9. The interviews had only been with a small number of pupils (due to time restriction)
10. The interviewer (researcher) was known to the pupils
11. The major part of the data collected had been received during the spring term (ie. January to March) when weather conditions and changes in physical education staffing may have influenced the pupils views

Although the relationship between the majority of pupils and the researcher seemed to be favourable, some pupils may have been influenced by their feelings towards the researcher in a positive way (ie. attempting to give correct answers; pleasing the researcher) or a negative way (ie. attempting to give false answers; trying to displease the researcher).

Generally most of the pupils enjoyed participating in the study and many of them were keen to hear the outcome of the questionnaire in particular to see what the consensus of opinion was amongst all the pupils in the school. Most of the pupils (especially the older pupils) were pleased at being given the opportunity to discuss their

views and opinions and were very co-operative by answering the areas of enquiry in a reliable and useful manner.

The design of the study may be improved therefore by taking into consideration all the previously outlined limitations with a view to:-

1. Increasing the size of the sample
2. Including a variety of educational institutions which encompasses mixed-groups, pupils from a wider socio-economic background, pupils with a wider age range
3. Collecting data over a longer period of time
4. Increasing the numbers of pupils to be involved in the designing the methodology of data collecting
5. Interviewing more pupils, teachers, parents in the study
6. Setting aside more time during the study to observe, discuss informally and formally with the group sample
7. Utilising technical equipment (ie. camera and videos) to a larger extent in the study with the aim of analysing the sample in more depth, by recording visually pupils' activity patterns, facial expressions, body gestures, group interactions and environmental atmosphere.

#### 7.4. GENERAL CONCLUSIONS AND SUGGESTED EDUCATIONAL IMPLICATIONS FOR FUTURE CURRICULUM PLANNING AND DEVELOPMENT WITHIN THE AREA OF PHYSICAL EDUCATION

This study has suggested that girls aged between 11 and 14 at this school tend to have favourable attitudes towards physical education.



Their perception of physical education is that it is enjoyable; interesting; important to them and that the majority of girls felt that they would continue to participate in physical activity when they left school.

Although at first there seems to be a strong indication of satisfaction among the pupils, there is a danger that the physical educationalist will not feel the need to modify or develop a physical education programme, since the immediate impression of the study shows that the girls have a positive perception of physical education. The studies main outcomes point to a steady decline in the pupils' satisfaction with the physical education programme as the pupils get older. Furthermore, it seems clear that as the pupils mature their needs and interests change and the study indicates that there is a relationship between the changing interests of the older pupils and their perceptions of physical education.

The results of the data collection shows that the third year pupils seemed more discontent than the younger pupils with the content of the physical education programme; the style and approach of the physical education teacher; the lack of opportunity to take more responsibility in the planning and development of the physical education curriculum. In addition, many of the physical activities preferred by all year groups did not reflect the dominance of the traditional games orientated activities.

The majority of pupils stated that they favoured the indoor activities which were associated with a partner or small group work

rather than large group activities which tended to promote more emphasis on the skill, ability and assertiveness of the pupils. Although generally, the girls enjoyed competitive situations (ie. especially indoor team games/activities) many pupils felt that some activities (ie. cross country, hockey) were too ability-orientated and that the less able pupils in particular felt very strongly towards the humiliation and embarrassment of being shown up in activities where they were exposed to constant failure. The majority of girls liked to be good at physical education and they felt that they had to work hard in physical education to be good at the subject.

Many pupils felt that they could work closely with their friends in physical education and there was a strong relationship between the pupils favourite activity and their closest friends favourite activity.

Although the pupils' parents seemed to have an important influence on their children's attitudes towards physical education at an earlier age (ie. junior school) the teacher's influence became more evident in the first and second year and the girls' friends and peers (boys and girls) seemed to be the most important influence on the pupils' attitudes towards physical education in the third year.

The implications for any future planning of the physical education curriculum may be for educationists to promote the need for a greater awareness of pupils' perceptions and interests.

Physical education teachers need to develop into their programmes, strategies to achieve this aim. Through continual reflections and evaluation, attempts may be made to adapt the physical education programme accordingly in order to provide a well balanced pleasurable learning experience for all young people.

## APPENDICES

### APPENDIX Q No. 1

### Questionnaire

**INSTRUCTION:** - Choose one from 3 faces which face sums up your views on the following questions: (please tick)

	☹	😊	☹
1) "How do you feel when it's time for your Physical Education lesson?"			
2) "It's cold outside and you have to go out and play games....how do you feel?"			
3) "It's an indoor lesson (perhaps Gymnastics or Dance).....How do you feel?" *suggestions (C)			
4) "How do you feel when you are participating with older girls?" (not clear) (D) (C)			
5) "How do you feel when you are participating with boys and girls?"			
6) "How do you feel when you have to change into your P.E. kit?" (not clear) (C)			
7) "How do you feel when you have to change in front of other girls?" (useful?) (D) (E)			
8) "How do you feel when you know you will have to have a shower?" (re-word) (C)			
9) "Indicate how do you would feel if you could choose what activity you took part in?"			
10) "It's warm outdoors and you are going out to take part in a summer activity (tennis, rounders, athletics) (suggestions)			

Please place the following subjects in order of IMPORTANCE (No-1-11)

Geography

English

French

Music

Maths

P.E.

Art

Science

R.E

Craft

12) "Why do you think that subject you have  
labelled No. 1 is the most important?"

---

13) "Indicate on a 1-5 score which are your  
favourite subjects

---

14) "Do you think P.E. is an important subject?"  
(yes or no)

---

15) "Why?" (give reasons for your answer)

---

16) Choose five of your preferred or favourite  
physical activities and place them in order  
of preference (ie. 1 - 5) (please underline  
and label 1 - 5)

---

17) "Can you give any reasons why you prefer these  
5 activities (ie. working with partner, working  
in a large group, working in a mixed group)

---

18) "If you were in charge of P.E. at your school  
what changes or improvements would you make?"

---

APPENDIX Q No. 2

(A survey to find out how young girls view P.E.) Resp. No.

SECTION 1

- 1) Choose one from 3 faces. Which face sums up YOUR VIEWS on the following questions: (please tick box)

	☹	☺	☺
a) "How do you feel when it's time for your Physical Education lesson?"			
b) "It's cold outside and you have to go out and play a team games....how do you feel?"			
c) "It's an indoor lesson (perhaps Gymnastics or Dance).....How do you feel?"			
d) "How do you feel when you are taking part in P.E. with older girls?"			
e) "How do you feel when you are taking part in P.E. with boys <u>and</u> girls?"			
f) "How do you feel when you have to change into your P.E. kit?"			
g) "How do you feel when you have to change in front of other girls?"			
h) "How do you feel when you know you will have to have a shower after P.E.?"			
i) "Indicate how do you would feel if you could choose what activity you took part in?"			
j) "It's warm outdoors and you are going out to take part in a summer activity (tennis, rounders, athletics)"			

SECTION 2

2>> "Do you enjoy your P.E. lesson?" (Please answer YES or NO or DO NOT KNOW)

3) ONLY answer this question if your answer to question 2 is NO

IMPORTANT

ONLY tick the boxes which state your true feelings towards P.E.

Please tick below only if you agree with the statement

I do not like P.E. because:-

A) a) I do not like any form of exercise	
b) I do not think P.E. is an important subject and so I do not bother to try and do well	
c) I am not very good at P.E.	
d) The lessons are boring	
e) I do not like competitive activities	
f) I do not enjoy working in a large group	
g) I do not like working in my P.E. kit	
h) I do not feel comfortable in wide open spaces	
i) I think P.E. is a waste of time	
j) I do not like being outdoors	
k) I catch cold very quickly when I am outside	
l) I do not mix with others in the group very much	
m) I find P.E. difficult because I do not think I have the right type of physique (body) for P.E.	
n) I am not very successful at P.E.	
o) I get worried when I have to play rough games	
p) I never get any praise in the P.E. lesson	
q) My parents do not encourage me to do well at P.E.	
r) I do not like showers	
s) I do not like changing in front of other girls	
t) I do not like being assessed (graded) in P.E.	
u) I do not like doing the same activities every week	
v) I do not feel any better after a P.E. lesson	

w) Are there any other reasons why you do not like P.E.?.....

Give Reasons.....

.....  
.....  
.....  
.....

4) Only answer this question if your answer to question 2 is YES

ONLY tick the boxes which state your true feelings towards P.E.

Please tick below only if you agree with the statement

I do like P.E. because:-

B) a) I enjoy being active	
b) P.E. helps me to 'let off steam'	
c) I think P.E. is an important subject	
d) I am quite good at P.E.	
e) I like competitive activities (ie. competitions)	
f) I enjoy working in large groups	
g) I enjoy working in my P.E. kit	
h) I feel comfortable in wide open spaces	
i) I think P.E. 'does you good'	
j) I think P.E. keeps you fit	
k) I like being outdoors	
l) I like being indoors	
m) I do not mind going outside in the cold weather	
n) I mix quite easily with other people in my group	
o) I make friends in my P.E. lessons	
p) I am successful at P.E.	
q) I do not mind playing rough games	
r) I like getting praise in the P.E. lesson	
s) My parents encourage me to do well at P.E.	
t) I like showers	
u) I like changing in front of others in the group	
v) I like being assessed (graded) in P.E.	
w) I feel good after a P.E. lesson	

x) Are there any other reasons why you like P.E.?

Give reasons for your answer.....  
 .....  
 .....



EVERYONE CAN ANSWER THE FOLLOWING QUESTIONS

- 5) Only tick the boxes which state your true feelings about the P.E. teacher Please tick below  
only if you agree  
with the statement

a) I think it is important to like the P.E. teacher	
b) I think it is important to 'get on well' with the P.E. teacher	
c) I think P.E. teachers are generally:	
1)enthusiastic	
2)give encouragement	
3)do not give praise	
4)too aggressive	
5)too bossy	
6)too strict	
7)do not understand	
8)are fair	
9)are not fair	
10)helpful	
11)not very helpful	
12)give praise	
13)get you working hard	
14)look scruffy	
d) I 'get on' with my teacher	
e) I do not 'get on' with my P.E. teacher	
f) I am not sure whether I 'get on' with my P.E. teacher	

- 5) Are there any statements you would like to make about your P.E. teacher (please do not mention any names).....  
.....  
.....

- 6) Only tick the boxes which state your true about your friends feelings.

Please tick below only if you agree with the statement

a) I make friends easily	
b) I do not make friends easily	
c) I prefer working on my own in P.E.	
d) I prefer working with my friends in P.E.	
e) If I had the choice I would do what my friends wanted me to do and not the teacher	
f) I always do what the teacher asks	
g) My friends pick on me in P.E. if I try hard in lessons	
h) I do not like doing well in P.E. because my friends think I am a 'big head'	
i) I like my friends to know I am good at P.E.	
j) I get told off in P.E. because I am always talking to my friends	
k) I always feel loyal to my friends	
l) I always do my best in P.E despite what my friends think I should do	

### SECTION 3

- 7) What are your favourite physical activities?

(ie. favourite (1) least favourite (8)

Badminton ( ), Tennis ( ), Football ( ), Hockey ( ), Netball ( ), Table Tennis ( ), Swimming ( ), Circuit Training ( ), Dance ( ), Gymnastics ( ), Volley-ball ( ), Basketball ( ), Rounders ( ), Squash ( ), Trampolining ( ), Weight Training ( ).

Any other activity not mentioned .....

- 8) Do you take part in any physical activities outside school hours? - if so what .....

- 9) Do your parents encourage you to take part in physical activities after school? - if different from above please list.....

- 10) Why do you think you do P.E. in school?

Give reasons.....

THANK YOU VERY MUCH FOR ANSWERING THESE QUESTIONS. IF THERE IS TIME PLEASE READ THROUGH YOUR PAPER CAREFULLY.

Please tick

Did you find this questionnaire (1) Easy to follow

(2) Not easy to follow

Can you give reasons? .....

APPENDIX Q No. 3

PLEASE ANSWER ALL THE QUESTIONS CAREFULLY

YEAR: \_\_\_\_\_

PREVIOUS JUNIOR SCHOOL

AGE : \_\_\_\_\_

MALE OR FEMALE: \_\_\_\_\_

SECTION ONE:

Choose one from 3 faces. Please tick which face sums up your views on the following questions

	☹	☺	😊
1) "How do you feel when it's time for your Physical Education lesson?"			
2) "Indicate how you feel when you are actually in your P.E. kit"			
3) "Indicate how you would feel if you could choose what P.E. kit you wore"			
4) "It is an <u>indoor</u> lesson. How do you feel?"			
5) "It is an <u>outdoor</u> lesson. How do you feel?"			
6) "It is a mixed P.E. lesson (boys and girls) how do you feel?"			
7) "How would you feel if you could <u>choose</u> what P.E. activity you did in your lesson?"			
8) "How do you feel when you know you will be working in a large group?"			
9) "How do you feel when you know you will have to shower after a lesson?"			
10) "How do you feel when you know you will have to <u>show</u> a piece of your work?"			

11) "How do you feel when you think you are not very good at a particular activity?"			
12) Indicate how you feel about the following activities			
a) swimming			
b) hockey			
c) badminton			
d) trampolining			
e) soccer			
f) basketball			
g) cross-country			
h) netball			
i) dance			
j) tennis			
k) gymnastics			
l) athletics			
m) rounders			
n) aerobics			
13) You are good at some P.E. activities. How do you feel?			
14) You know you are going to be doing strenuous physical activity in the P.E. lesson. How do you feel?			

SECTION TWO

PLEASE THINK CAREFULLY ABOUT THE FOLLOWING QUESTIONS AND ANSWER AS CLEARLY AS POSSIBLE.

- 1) Why do you think you do P.E. in school? .....
- 2) Do you think P.E. is an important subject? Give reasons for your answer.....
- 3) List in order of preference your five favourite sports.
  - a) Dance
  - b) Netball
  - c) Gymnastics
  - d) Swimming
  - e) Hockey
- 4) Why is your answer to Question 3a) your favourite sport? .....
- 5) What do you like about your P.E. lesson?.....
- 6) What do you dislike about your P.E. lesson?.....
- 7) Which physical activities do you take part in, in your spare time? (If none, answer NONE).....

### SECTION THREE

PLEASE ANSWER YES OR NO TO THE FOLLOWING QUESTIONS.

PLEASE TICK ONE BOX ONLY

- 1) Do you enjoy P.E.?
- 2) Would you say you were generally good at P.E.?
- 3) Do you get on with your P.E. teacher?
- 4) Do you enjoy working with your friends?
- 5) Do your parents encourage you to do well at P.E.?
- 6) Do your parents take part in physical activities in their spare time?
- 7) Do your parents encourage you to do physical activities in your spare time?  
(ie. after school)

YES	NO

### SECTION FOUR

Which of the following statements do you agree

or disagree with? (Please tick one box only)

- 1) P.E. helps you to keep fit
- 2) There is too much emphasis on being good at P.E.
- 3) P.E. helps you feel healthy
- 4) Doing well in P.E. helps you to make friends
- 5) Doing P.E. makes you feel good
- 6) P.E. helps girls to develop good figures
- 7) P.E. helps you to know what the body is capable of
- 8) P.E. is enjoyable if you are good at it
- 9) Generally P.E. teachers are too strict
- 10) Generally P.E. teachers are enthusiastic and fun to be with

AGREE	DISAGREE

THANK YOU COMPLETING THIS QUESTIONNAIRE

# PHYSICAL EDUCATION QUESTIONNAIRE

YEAR: (ie. 2nd year)

**AGE:**

**MALE OR FEMALE:**

P. E. TEACHERS NAME

Choose one from the 3 faces. Please tick which face sums up your views on the following questions

- [illegible]

3rd Years only

- n) soccer
- o) basketball
- p) volleyball
- q) badminton
- r) trampolining
- s) squash


13) Indicate which activities you take part in outside school  
(if none, write none).....  
.....  
.....

14) Are you a member of any school team? Please tick  
YES NO  
If YES, which one(s).....  
.....  
Please tick

15) Have you ever been a member of a school team? YES NO  
a) When? (ie. age).....  
b) Where? (ie. school).....  
c) What activity?.....

SECTION TWO

PLEASE THINK CAREFULLY ABOUT THE FOLLOWING QUESTIONS AND ANSWER AS CLEARLY AS POSSIBLE. THANK YOU.

1) Why do you think you do P.E. in school?.....  
.....

2) Do you think P.E. is an important subject? (Please give your reasons in the answer).....  
.....

3) Please list in order of preference your five favourite sports  
a)  
b)  
c)  
d)  
e)

4) Why is your answer to question 3 a) your favourite sport?  
.....  
.....

5) What do you like about your P.E. lesson?.....  
.....  
.....





- 6) Would you say you were generally good at P.E.
- 7) Do you enjoy working with your friends?
- 8) Do your parents encourage you to do well at P.E.?
- 9) Do your parents encourage you to do physical activities in your spare time?
- 10) Did you enjoy P.E. at your Junior School?
- 11) Did you enjoy P.E. last year?


**SECTION FOUR - (PLEASE READ CAREFULLY)**

- 1) How would you describe yourself?

(Please circle no more than two words/or statements)

- a) happy energetic slow unhappy shy confident  
attractive unattractive
- b) interesting competitive easily led weak, not confident  
fat tomboy independent
- c) strong leader boring likes praise makes friends easily  
too small skinny
- d) likes attention likes to be with one friend only too large  
does not make friends easily I do sport in my spare time
- e) likes lots of friends likes to be good I find sport boring  
can't see the ball at P.E. does not like any sports
- f) clumsy can't hear whistle slow to react quick to react  
can't understand the teacher
- g) can't catch very rarely succeeds at sports never in the team  
frightened at getting hurt don't like being made to do sport
- h) always seem to lose hate being in a prefer individual sports  
can't see the point large group. waste of time  
of P.E.

THANK YOU FOR DOING THIS QUESTIONNAIRE. WAS IT EASY TO FOLLOW?

answer (.....)

APPENDIX Q No. 5

PHYSICAL EDUCATION QUESTIONNAIRE

Thank you very much for your help in answering this questionnaire.

The main aim of this questionnaire is to find out your views and opinions on Physical Education.

There are no right or wrong answers to the questions.

Your own views are all that is needed.

IMPORTANT - Please answer ALL the questions as carefully as you can

YEAR: (ie. 2nd year) \_\_\_\_\_

AGE: \_\_\_\_\_

PHYSICAL EDUCATION (P.E.) TEACHER'S NAME: (If you have two teachers please write down both names) \_\_\_\_\_

JUNIOR SCHOOL: \_\_\_\_\_

# SECTION ONE

Please answer ALL the questions.




Choose one from the 3 faces. Please tick which face sums up your views on the following questions

- 1) a) How you feel when it is time for your P.E. lesson?
- b) Indicate how you would feel if you could choose what P.E. kit you wore
- c) It is an indoor lesson, how do you feel?
- d) It is an outdoor lesson, how do you feel?
- e) It is a mixed P.E. lesson (boys and girls) how do you feel?
- f) How would you feel if you could choose what P.E. activity you did in the lesson?
- g) How do you feel when it is time for showers after a P.E. lesson?
- h) How do you feel when you know you are going to be competing against others? in your P.E. lesson?
- i) How do you feel when you think you are not very good at a particular activity?
- j) You are good at some P.E. activities. How do you feel?

😊	😐	☹

2A. Indicate (ie. tick) how you feel about all the following activities.

- 1) gymnastics
- 2) netball
- 3) aerobics
- 4) tennis
- 5) swimming
- 6) athletics
- 7) hockey
- 8) cross-country
- 9) team games (indoors)
- 10) dance
- 11) fitness circuit
- 12) rounders (outdoors)
- 13) rounders (indoors)
- 14) soccer
- 15) basketball
- 16) volleyball
- 17) badminton
- 18) trampolining
- 19) squash
- 20) table tennis

2B. Indicate which physical activities you take part in outside school (ie. in your spare time). (PLEASE STATE ANY ACTIVITIES EVEN IF THEY HAVE NOT YET BEEN MENTIONED).  
(IF NONE, WRITE NONE)

2C. Are you a member of any school team/or club?

Please tick

YES

NO

☐☐

If YES, which one(s).....

2D. Have you ever been a member of a school team/or club?

YES

NO

☐☐

a) When? (ie.what age were you?).....

b) Where? .....

c) What activities?.....

SECTION TWO

PLEASE THINK CAREFULLY ABOUT THE FOLLOWING QUESTIONS AND ANSWER AS CLEARLY AS POSSIBLE. THANK YOU.

A. 1) Please list in order of PREFERENCE your 3 FAVOURITE physical activities.

a).....  
.....

b).....  
.....

c).....  
.....

2) Why is your answer to question 1 a) your favourite activity?  
.....  
.....

3) Which physical activities are you best at?  
.....  
.....

4) What do you DISLIKE about your P.E. lesson? (give reasons why)  
.....  
.....

5) What do you LIKE about your P.E. lesson? (Give reasons why)  
.....  
.....

6) Why do you think you do P.E. in school  
.....  
.....

7) Which physical activities do your parents take part in?  
(If none, answer none).....  
.....

8) Which physical activities do your closest friends take part in?  
.....  
.....

9) List any new physical activities you would like to learn in your P.E. lessons. (Give reasons why).....  
.....  
.....

10) What changes would you like to see in your P.E. lesson?.....  
.....  
.....

**SECTION THREE** - (Please tick one box)

	YES	NOT SURE	NO
1) Do <u>you</u> think you 'get on' with your P.E. teacher?			
2) Do <u>you</u> think you 'get on' with the other P.E. teachers?			
3) Do <u>you</u> think <u>GENERALLY</u> P.E. teachers:-			
a) Try to make the lesson enjoyable?			
b) Put me off P.E.?			
c) Are too strict?			
d) Seem fair?			
e) Look unfit and unhealthy?			
f) Try to encourage you?			
g) Pick on you if you are not very good?			
h) Are more friendly than the other subject teachers?			
i) Make lessons boring?			
j) Make lesson interesting?			
k) Understand you as individuals?			
l) Are good fun?			
m) Are 'boring' people?			
n) Talk too much?			

4) Do you enjoy P.E.?			
5) Would you say you were generally good at P.E?			
6) Do you think you can work closely with your friends in P.E.?			
7) Do your parents encourage you to do well at P.E.?			
8) Do your parents encourage you to do physical activities in your spare time?			
9) Did you enjoy P.E. at your Junior School?			
10) Did you enjoy P.E. last year?			
11) Do you think P.E. is an important lesson?			
12) Do you think you will continue to do some physical activity in later life?			

#### SECTION FOUR

(PLEASE READ CAREFULLY)

1) How would you describe yourself?

(IMPORTANT - Please circle no more than two words/or statements in each section)

a) happy      energetic      slow      unhappy      shy      confident

---

b) tallish      overweight      thinish      normal weight      fat  
underweight      average weight      small

---

c) unhealthy      I have a good figure      fit  
unfit      healthy      I do not have a good figure

---

d) independent      do not like praise      easily led  
do not make friends easily      likes praise

---

e) competitive      confident      not competitive  
quiet      shy      loud

---

f) likes attention      likes to work in a large group      sociable  
likes to work in a small group      a loner      do not like attention

---

g) I do not have many friends      I like working with all my friends  
I hate P.E.      I like to be good at P.E.  
I prefer to be with one friend      I have lots of friends

---

h) I can't do P.E.      I'm picked first      I like to work hard in P.E.  
P.E. is easy for me      Girls pick on me      I'm picked last

---

i) I'm frightened of getting hurt      P.E. is boring to me  
I like to get praise from my friends      I don't work hard in P.E.  
I'm not frightened of getting hurt      P.E. is interesting to me

---

j) I like school      I always lose      I prefer team games  
I prefer individual sports      I hate school      I'm always winning

---

k) I am talkative      I am outgoing      I am lively      I'm inward  
I would like to do more P.E.      P.E. is a waste of time

---

1) I do not understand the rules I'm clumsy I always fail in P.E.  
I like to succeed in P.E. I'm skilful I understand the rules

---

m) I enjoy moving I don't like having to do P.E.  
I'm glad we do P.E. P.E. is worrying me I do not enjoy moving  
P.E. is a release for me

---

THANK YOU FOR DOING THIS QUESTIONNAIRE. WAS IT EASY TO FOLLOW?



APPENDIX

PHYSICAL EDUCATION KIT LIST

WHITE GYM VEST OR WHITE 'AERTEX' SHIRT

NAVY - BLUE GYM PANTS WITH A WHITE STRIPE

NAVY - BLUE PLEATED SKIRT FOR GAMES

WHITE GYM SHOES (NOT TRAINING SHOES)

HOCKEY BOOTS (OR SOCCER BOOTS)

HOCKEY SOCKS - NAVY - BLUE WITH WHITE TURNOVER

NAVY - BLUE (OR BLACK) TRACKSUIT

COLOURED LEOTARD (FOR DANCE ONLY)

A TOWEL

APPENDIX 1 INTERVIEW - F.C. (A)

FLASH CARDS FOR INTERVIEWS

ONE LARGE PIECE OF CARD LISTED IN RANDOM ORDER THE FOLLOWING  
STATEMENTS AND WORDS

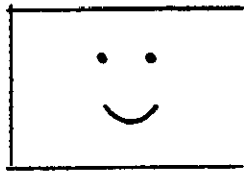
P.E. is good fun	I like being with my friends in P.E.
P.E. is exciting	P.E. is boring
P.E. makes you feel good	P.E. is hard
I make friends in P.E.	I hate P.E.
I am always chosen last in P.E.	I wish we did not have to do P.E.
I like winning in P.E.	I am good at P.E.
I am not very good at P.E.	

FLASH CARDS Smiley faces - Interview F.C. (B)

Each card has a face on it and the girls were asked to choose the face they thought expressed their feelings towards different aspects of Physical Education



NEUTRAL



HAPPY



NOT HAPPY

1. A ATHLETICS lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time 8	my favourite subject
fun 9	important to me	not very interesting
2. In ATHLETICS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 7
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I did'nt
cold/miserable	know before
enjoying myself 8	wishing I could play a different game 7
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 5
playing a game 6	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 5	
4. I understand a lot more in ATHLETICS lessons when I (tick no more than two):
 

listen to the teacher 7	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others 7
play a game 5	practise skills 7
coach other pupils	
5. During ATHLETICS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills 7
be interested	practise skills 6
play a game 6	practise on my own
remember what the teacher said	express my own opinion 6
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
6. I do well in ATHLETICS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 9
get changed quickly 8	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
7. During ATHLETICS lessons my friends and I ask:
 

many questions	a few questions 8
hardly any questions 6	no questions
8. In ATHLETICS lessons we work in small groups:
 

often 11	sometimes 12	never
----------	--------------	-------
9. In ATHLETICS lessons I prefer to work:
 

by myself	with a partner 11
with one big group 10	in a small group

1. A DANCE lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time	my favourite subject 17
fun 59	important to me	not very interesting
  
2. In DANCE lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 28
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 48	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 30
practising 34	
  
4. I understand a lot more in DANCE lessons when I (tick no more than two):
 

listen to the teacher 32	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 29
coach other pupils	
  
5. During DANCE lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 11
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what 11
satisfy the teacher 14	I am confused about
  
6. I do well in DANCE lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time
get changed quickly 19	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible 13
teacher's questions	be a member of the school team
  
7. During DANCE lessons my friends and I ask:
 

many questions	a few questions 23
hardly any questions 27	no questions
  
8. In DANCE lessons we work in small groups:
 

often 39	sometimes 26	never
----------	--------------	-------
  
9. In DANCE lessons I prefer to work:
 

by myself	with a partner 45
with one big group	in a small group 20

1. A GYM lesson is (tick no more than two):
 

easy 16	strenuous	boring
hard	a waste of time	my favourite subject
fun 44	important to me	not very interesting
  
2. In GYM lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 17
confused	wishing I could learn more slowly
excited 9	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 29	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 19	
  
4. I understand a lot more in GYM lessons when I (tick no more than two):
 

listen to the teacher 33	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 11
coach other pupils	
  
5. During GYM lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 8	practise skills
play a game	practise on my own 8
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about 11
  
6. I do well in GYM lessons I have to (tick as many as you wish):
 

have clean kit 15	work hard all the time 41
get changed quickly	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During GYM lessons my friends and I ask:
 

many questions	a few questions 28
hardly any questions	no questions 11
  
8. In GYM lessons we work in small groups:
 

often 23	sometimes 32	never
----------	--------------	-------
  
9. In GYM lessons I prefer to work:
 

by myself	with a partner 36
with one big group	in a small group 17

1. A HOCKEY lesson is (tick no more than two):
 

easy	strenuous	boring 10
hard	a waste of time	my favourite subject
fun 24	important to me	not very interesting
  
2. In HOCKEY lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 14	know before
enjoying myself 17	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 20	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 15	
  
4. I understand a lot more in HOCKEY lessons when I (tick no more than two):
 

listen to the teacher 26	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 15
coach other pupils	
  
5. During HOCKEY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 11	practise skills
play a game	practise on my own 11
remember what the teacher said 10	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. I do well in HOCKEY lessons I have to (tick as many as you wish):
 

have clean kit 10	work hard all the time 30
get changed quickly	attend school practises
agree with the teacher 10	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During HOCKEY lessons my friends and I ask:
 

many questions	a few questions 22
hardly any questions 12	no questions
  
8. In HOCKEY lessons we work in small groups:
 

often 20	sometimes 25	never
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9. In HOCKEY lessons I prefer to work:
 

by myself	with a partner 22
with one big group	in a small group 14

1. A NETBALL lesson is (tick no more than two):
 

easy 11	strenuous	boring
hard	a waste of time	my favourite subject
fun 21	important to me	not very interesting
  
2. In NETBALL lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 15
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 18	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 17	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 12	
  
4. I understand a lot more in NETBALL lessons when I (tick no more than two):
 

listen to the teacher 22	watch a demonstration 12
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills
coach other pupils	
  
5. During NETBALL lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 13
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about 8
  
6. I do well in NETBALL lessons I have to (tick as many as you wish):
 

have clean kit 8	work hard all the time 22
get changed quickly	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During NETBALL lessons my friends and I ask:
 

many questions	a few questions 19
hardly any questions 7	no questions 7
  
8. In NETBALL lessons we work in small groups:
 

often 14	sometimes 17	never
----------	--------------	-------
  
9. In NETBALL lessons I prefer to work:
 

by myself	with a partner 20
with one big group	in a small group 10

1. A ROUNDERS lesson is (tick no more than two):
 

easy 11	strenuous	boring
hard	a waste of time	my favourite subject
fun 27	important to me	not very interesting
  
2. In ROUNDERS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 11
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 25	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 11	watching others
playing a game 13	waiting in the changing rooms
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in ROUNDERS lessons when I (tick no more than two):
 

listen to the teacher 22	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 11
coach other pupils	
  
5. During ROUNDERS lessons I find it hard to (tick as many as you wish):
 

work well in small groups 10	learn new skills
be interested	practise skills
play a game	practise on my own 14
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. I do well in ROUNDERS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 26
get changed quickly	attend school practises
agree with the teacher 5	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During ROUNDERS lessons my friends and I ask:
 

many questions	a few questions 15
hardly any questions	no questions 8
  
8. In ROUNDERS lessons we work in small groups:
 

often	sometimes 22	never 5
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9. In ROUNDERS lessons I prefer to work:
 

by myself	with a partner
with one big group 18	in a small group 11



1. A SWIMMING lesson is (tick no more than two):
 

easy 13	strenuous	boring
hard	a waste of time	my favourite subject
fun 32	important to me	not very interesting
  
2. In SWIMMING lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 15
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 26	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 12	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 18
practising 12	
  
4. I understand a lot more in SWIMMING lessons when I (tick no more than two):
 

listen to the teacher 19	watch a demonstration 10
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 10
coach other pupils	
  
5. During SWIMMING lessons I find it hard to (tick as many as you wish):
 

work well in small groups 11	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about 8
  
6. I do well in SWIMMING lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 28
get changed quickly 18	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During SWIMMING lessons my friends and I ask:
 

many questions	a few questions 20
hardly any questions 12	no questions
  
8. In SWIMMING lessons we work in small groups:
 

often 10	sometimes 25	never
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9. In SWIMMING lessons I prefer to work:
 

by myself	with a partner 21
with one big group	in a small group 10

1. A TENNIS lesson is (tick no more than two):
 

easy	strenuous	boring
hard 4	a waste of time	my favourite subject
fun 28	important to me	not very interesting
  
2. In TENNIS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 13
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't know before
cold/miserable	
enjoying myself 24	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 9
practising 27	
  
4. I understand a lot more in TENNIS lessons when I (tick no more than two):
 

listen to the teacher 17	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 15	practise skills
coach other pupils	
  
5. During TENNIS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 14
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 6	I am confused about
  
6. I do well in TENNIS lessons I have to (tick as many as you wish):
 

have clean kit 9	work hard all the time 31
get changed quickly	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
  
7. During TENNIS lessons my friends and I ask:
 

many questions	a few questions 18
hardly any questions 8	no questions 8
  
8. In TENNIS lessons we work in small groups:
 

often 18	sometimes 15	never
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9. In TENNIS lessons I prefer to work:
 

by myself 32	with a partner 333
with one big group	in a small group

1. A CROSS COUNTRY lesson is (tick no more than two):
 

easy	strenuous 11	boring
hard 15	a waste of time	my favourite subject
fun	important to me	not very interesting
  
2. In CROSS COUNTRY lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 13	know before
enjoying myself 10	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 16	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 9
practising 9	
  
4. I understand a lot more in CROSS COUNTRY lessons when I (tick no more than two):
 

listen to the teacher 13	watch a demonstration 11
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills
coach other pupils	
  
5. During CROSS COUNTRY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 14	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion 6
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about 6
  
6. I do well in CROSS COUNTRY lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 25
get changed quickly	attend school practises
agree with the teacher 11	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During CROSS COUNTRY lessons my friends and I ask:
 

many questions	a few questions
hardly any questions 15	no questions 11
  
8. In CROSS COUNTRY lessons we work in small groups:
 

often 7	sometimes 17	never
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9. In CROSS COUNTRY lessons I prefer to work:
 

by myself	with a partner 15
with one big group 7	in a small group 7

1. A ATHLETICS lesson is (tick no more than two):
 

easy 6	strenuous	boring
hard	a waste of time	my favourite subject
fun 18	important to me	not very interesting
2. In ATHLETICS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before 8
enjoying myself 11	wishing I could play a different game
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 13	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 11	
4. I understand a lot more in ATHLETICS lessons when I (tick no more than two):
 

listen to the teacher 12	watch a demonstration 7
ask questions	talk to other students
watch a film	sit and watch others
play a game 7	practise skills
coach other pupils	
5. During ATHLETICS lessons I find it hard to (tick as many as you wish):
 

work well in small groups 9	learn new skills
be interested 6	practise skills
play a game	practise on my own 6
remember what the teacher said	express my own opinion 6
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
6. I do well in ATHLETICS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 8
get changed quickly	attend school practises
agree with the teacher 7	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
7. During ATHLETICS lessons my friends and I ask:
 

many questions	a few questions 8
hardly any questions 12	no questions
8. In ATHLETICS lessons we work in small groups:
 

often 3	sometimes 19	never
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9. In ATHLETICS lessons I prefer to work:
 

by myself	with a partner 8
with one big group	in a small group 10

P.F.S 2:2    2nd Yr GROUP    STUDENT FEEDBACK CHECKLIST    Respondents 24

1. A DANCE lesson is (tick no more than two):
 

easy 13	strenuous	boring
hard	a waste of time	my favourite subject
fun 17	important to me	not very interesting
  
2. In DANCE lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 14	wishing I could play a different game 5
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 7	watching others 7
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 8
practising	
  
4. I understand a lot more in DANCE lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration 12
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 9
coach other pupils	
  
5. During DANCE lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 8
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 6	I am confused about
  
6. I do well in DANCE lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 13
get changed quickly	attend school practises
agree with the teacher 12	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During DANCE lessons my friends and I ask:
 

many questions	a few questions 11
hardly any questions 8	no questions 8
  
8. In DANCE lessons we work in small groups:
 

often 8	sometimes 13	never
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9. In DANCE lessons I prefer to work:
 

by myself	with a partner 11
with one big group	in a small group 11

1. A GYM lesson is (tick no more than two):
 

easy 8	strenuous	boring 8
hard	a waste of time	my favourite subject
fun 14	important to me	not very interesting
2. In GYM lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 7
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't know before
cold/miserable	
enjoying myself 12	wishing I could play a different game
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 7	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 7
practising 10	
4. I understand a lot more in GYM lessons when I (tick no more than two):
 

listen to the teacher 11	watch a demonstration 8
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills
coach other pupils	
5. During GYM lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 4	practise skills
play a game	practise on my own 4
remember what the teacher said 4	express my own opinion 5
get excited about anything	explain to the teacher what I am confused about
satisfy the teacher	
6. I do well in GYM lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 17
get changed quickly	attend school practises
agree with the teacher 7	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
7. During GYM lessons my friends and I ask:
 

many questions	a few questions 13
hardly any questions 7	no questions
8. In GYM lessons we work in small groups:
 

often 14	sometimes 9	never
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9. In GYM lessons I prefer to work:
 

by myself	with a partner 11
with one big group	in a small group 13

1. A HOCKEY lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time 11	my favourite subject
fun 10	important to me	not very interesting
  
2. In HOCKEY lessons I spend most of my time (tick no more than two):
 

bored 10	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 23	know before
enjoying myself	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game	waiting in the changing rooms 13
waiting for the teacher 10	learning new skills
practising	
  
4. I understand a lot more in HOCKEY lessons when I (tick no more than two):
 

listen to the teacher 6	watch a demonstration 6
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 8
coach other pupils	
  
5. During HOCKEY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 16	practise skills
play a game	practise on my own 10
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 16	I am confused about 10
  
6. I do well in HOCKEY lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 17
get changed quickly 12	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During HOCKEY lessons my friends and I ask:
 

many questions	a few questions 16
hardly any questions	no questions 9
  
8. In HOCKEY lessons we work in small groups:
 

often 5	sometimes 22	never 5
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9. In HOCKEY lessons I prefer to work:
 

by myself	with a partner 12
with one big group 7	in a small group 12

1. A NETBALL lesson is (tick no more than two):
 

easy 16	strenuous	boring
hard	a waste of time	my favourite subject
fun 32	important to me	not very interesting
  
2. In NETBALL lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 26	know before
enjoying myself 21	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 19	waiting in the changing rooms 15
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in NETBALL lessons when I (tick no more than two):
 

listen to the teacher 28	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 17	practise skills
coach other pupils	
  
5. During NETBALL lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 16	practise skills
play a game	practise on my own 14
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 14	I am confused about
  
6. I do well in NETBALL lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 21
get changed quickly	attend school practises
agree with the teacher 18	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During NETBALL lessons my friends and I ask:
 

many questions	a few questions 11
hardly any questions 11	no questions 10
  
8. In NETBALL lessons we work in small groups:
 

often 11	sometimes 23	never
----------	--------------	-------
  
9. In NETBALL lessons I prefer to work:
 

by myself	with a partner 14
with one big group	in a small group 16



1. A ROUNDERS lesson is (tick no more than two):
 

easy 14	strenuous	boring
hard	a waste of time	my favourite subject
fun 23	important to me	not very interesting
  
2. In ROUNDERS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 19	wishing I could play a different game 5
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 7
playing a game 16	waiting in the changing rooms
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in ROUNDERS lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration 5
ask questions	talk to other students
watch a film	sit and watch others 5
play a game 15	practise skills
coach other pupils	
  
5. During ROUNDERS lessons I find it hard to (tick as many as you wish):
 

work well in small groups 5	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion 6
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. I do well in ROUNDERS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 18
get changed quickly	attend school practises
agree with the teacher 12	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During ROUNDERS lessons my friends and I ask:
 

many questions	a few questions 9
hardly any questions 12	no questions
  
8. In ROUNDERS lessons we work in small groups:
 

often	sometimes 9	never 17
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9. In ROUNDERS lessons I prefer to work:
 

by myself	with a partner
with one big group 25	in a small group 2

1. A SWIMMING lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time	my favourite subject 26
fun 48	important to me	not very interesting
  
2. In SWIMMING lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 26
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't know before
cold/miserable	wishing I could play a different game
enjoying myself 47	
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 27
practising 24	
  
4. I understand a lot more in SWIMMING lessons when I (tick no more than two):
 

listen to the teacher 35	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 42
coach other pupils	
  
5. During SWIMMING lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what I am confused about 15
satisfy the teacher 20	
  
6. I do well in SWIMMING lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 42
get changed quickly 33	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
  
7. During SWIMMING lessons my friends and I ask:
 

many questions	a few questions 32
hardly any questions 20	no questions
  
8. In SWIMMING lessons we work in small groups:
 

often 14	sometimes 47	never
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9. In SWIMMING lessons I prefer to work:
 

by myself	with a partner 29
with one big group	in a small group 22

1. A TENNIS lesson is (tick no more than two):
 

easy 3	strenuous	boring
hard	a waste of time	my favourite subject
fun 12	important to me	not very interesting
  
2. In TENNIS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 5
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 9	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 6	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 5	
  
4. I understand a lot more in TENNIS lessons when I (tick no more than two):
 

listen to the teacher 11	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 9	practise skills
coach other pupils	
  
5. During TENNIS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills 7
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 10	I am confused about
  
6. I do well in TENNIS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 14
get changed quickly 7	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During TENNIS lessons my friends and I ask:
 

many questions	a few questions 10
hardly any questions 4	no questions 4
  
8. In TENNIS lessons we work in small groups:
 

often 6	sometimes 7	never 7
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9. In TENNIS lessons I prefer to work:
 

by myself	with a partner 12
with one big group 5	in a small group

1. A CROSS COUNTRY lesson is (tick no more than two):
 

easy	strenuous	boring 23
hard 24	a waste of time	my favourite subject
fun	important to me	not very interesting
  
2. In CROSS COUNTRY lessons I spend most of my time (tick no more than two):
 

bored 21	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I did'nt know before
cold/miserable 38	wishing I could play a different game
enjoying myself	
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game	waiting in the changing rooms 31
waiting for the teacher 17	learning new skills
practising	
  
4. I understand a lot more in CROSS COUNTRY lessons when I (tick no more than two):
 

listen to the teacher 26	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others 15
play a game	practise skills 15
coach other pupils	
  
5. During CROSS COUNTRY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 30	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything 17	explain to the teacher what I am confused about
satisfy the teacher	
  
6. I do well in CROSS COUNTRY lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 38
get changed quickly	attend school practises
agree with the teacher 22	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
  
7. During CROSS COUNTRY lessons my friends and I ask:
 

many questions	a few questions 25
hardly any questions	no questions 28
  
8. In CROSS COUNTRY lessons we work in small groups:
 

often	sometimes 42	never 15
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9. In CROSS COUNTRY lessons I prefer to work:
 

by myself	with a partner 23
with one big group	in a small group 17

1. A ATHLETICS lesson is (tick no more than two):
 

easy	strenuous	boring 10
hard	a waste of time	my favourite subject
fun 8	important to me	not very interesting
  
2. In ATHLETICS lessons I spend most of my time (tick no more than two):
 

bored 7	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I did'nt
cold/miserable 9	know before
enjoying myself	wishing I could play a different game 9
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 12	watching others
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 8	
  
4. I understand a lot more in ATHLETICS lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration 7
ask questions	talk to other students
watch a film	sit and watch others 10
play a game	practise skills
coach other pupils	
  
5. During ATHLETICS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 12	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything 8	explain to the teacher what
satisfy the teacher	I am confused about
  
6. To do well in ATHLETICS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 14
get changed quickly	attend school practises
agree with the teacher 10	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During ATHLETICS lessons my friends and I ask:
 

many questions	a few questions
hardly any questions 6	no questions 12
  
8. In ATHLETICS lessons we work in small groups:
 

often 5	sometimes 16	never
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9. In ATHLETICS lessons I prefer to work:
 

by myself 10	with a partner
with one big group 17	in a small group

1. A BASKETBALL lesson is (tick no more than two):
 

easy 13	strenuous	boring
hard	a waste of time	my favourite subject
fun 35	important to me	not very interesting
  
2. In BASKETBALL lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 14
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I did'nt
cold/miserable	know before
enjoying myself 30	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 11
playing a game 34	waiting in the changing rooms
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in BASKETBALL lessons when I (tick no more than two):
 

listen to the teacher 14	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 29	practise skills 14
coach other pupils	
  
5. During BASKETBALL lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 14
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 13	I am confused about
  
6. To do well in BASKETBALL lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 36
get changed quickly	attend school practises
agree with the teacher 16	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During BASKETBALL lessons my friends and I ask:
 

many questions	a few questions 15
hardly any questions 16	no questions
  
8. In BASKETBALL lessons we work in small groups:
 

often 19	sometimes 22	never
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9. In BASKETBALL lessons I prefer to work:
 

by myself	with a partner
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1. A DANCE lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time	my favourite subject 10
fun 14	important to me	not very interesting
  
2. In DANCE lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 8
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 13	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 8	watching others 8
playing a game	waiting in the changing rooms 6
waiting for the teacher	learning new skills 6
practising	
  
4. I understand a lot more in DANCE lessons when I (tick no more than two):
 

listen to the teacher 8	watch a demonstration 13
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 8
coach other pupils	
  
5. During DANCE lessons I find it hard to (tick as many as you wish):
 

work well in small groups 6	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion 9
get excited about anything	explain to the teacher what
satisfy the teacher 6	I am confused about
  
6. To do well in DANCE lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 16
get changed quickly 9	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During DANCE lessons my friends and I ask:
 

many questions	a few questions
hardly any questions 7	no questions 11
  
8. In DANCE lessons we work in small groups:
 

often 12	sometimes 13	never
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9. In DANCE lessons I prefer to work:
 

by myself	with a partner 7
with one big group	in a small group 11

1. A GYM lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time	my favourite subject
fun 15	important to me	not very interesting 5
  
2. In GYM lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 9
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 10	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 8
playing a game	waiting in the changing rooms
waiting for the teacher	learning new skills 8
practising 9	
  
4. I understand a lot more in GYM lessons when I (tick no more than two):
 

listen to the teacher 7	watch a demonstration 11
ask questions	talk to other students
watch a film	sit and watch others 7
play a game	practise skills
coach other pupils	
  
5. During GYM lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion 8
get excited about anything	explain to the teacher what
satisfy the teacher 6	I am confused about
  
6. To do well in GYM lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 13
get changed quickly	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible 8
teacher's questions	be a member of the school team
  
7. During GYM lessons my friends and I ask:
 

many questions	a few questions 8
hardly any questions 19	no questions
  
8. In GYM lessons we work in small groups:
 

often 9	sometimes 15	never
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9. In GYM lessons I prefer to work:
 

by myself	with a partner 11
with one big group	in a small group 9



1. A HOCKEY lesson is (tick no more than two):
 

easy 8	strenuous	boring
hard	a waste of time	my favourite subject
fun 16	important to me	not very interesting
  
2. In HOCKEY lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 9
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 8=	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 15	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 8	
  
4. I understand a lot more in HOCKEY lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration 9
ask questions	talk to other students
watch a film	sit and watch others
play a game 16	practise skills
coach other pupils	
  
5. During HOCKEY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 5	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 7	I am confused about
  
6. To do well in HOCKEY lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 16
get changed quickly	attend school practises
agree with the teacher 8	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During HOCKEY lessons my friends and I ask:
 

many questions	a few questions 10
hardly any questions 7	no questions
  
8. In HOCKEY lessons we work in small groups:
 

often	sometimes 15	never 5
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9. In HOCKEY lessons I prefer to work:
 

by myself	with a partner
with one big group 8	in a small group 10

1. A NETBALL lesson is (tick no more than two):
 

easy 15	strenuous	boring
hard	a waste of time	my favourite subject
fun 18	important to me	not very interesting
  
2. In NETBALL lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 10	know before
enjoying myself 12	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 18	waiting in the changing rooms
waiting for the teacher 8	learning new skills
practising	
  
4. I understand a lot more in NETBALL lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 16	practise skills 8
coach other pupils	
  
5. During NETBALL lessons I find it hard to (tick as many as you wish):
 

work well in small groups 9	learn new skills
be interested	practise skills
play a game	practise on my own
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher 9	I am confused about
  
6. To do well in NETBALL lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 21
get changed quickly	attend school practises
agree with the teacher 9	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During NETBALL lessons my friends and I ask:
 

many questions	a few questions 8
hardly any questions 19	no questions 8
  
8. In NETBALL lessons we work in small groups:
 

often 7	sometimes 25	never
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9. In NETBALL lessons I prefer to work:
 

by myself	with a partner
with one big group 11	in a small group 16

P.F.S. 3:7 3rd Yr GROUP STUDENT FEEDBACK CHECKLIST Respondents 29

1. A ROUNDERS lesson is (tick no more than two):
 

easy 14	strenuous	boring
hard	a waste of time	my favourite subject
fun 27	important to me	not very interesting
  
2. In ROUNDERS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited 7	wishing I could learn faster
mixed up	learning a lot of things I didn't know before
cold/miserable	
enjoying myself 18	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 7
playing a game 24	waiting in the changing rooms
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in ROUNDERS lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others 6
play a game 22	practise skills 6
coach other pupils	
  
5. During ROUNDERS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 8
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what I am confused about
satisfy the teacher 7	
  
6. To do well in ROUNDERS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 19
get changed quickly	attend school practises
agree with the teacher 11	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
  
7. During ROUNDERS lessons my friends and I ask:
 

many questions	a few questions
hardly any questions 8	no questions 13
  
8. In ROUNDERS lessons we work in small groups:
 

often 7	sometimes 16	never
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9. In ROUNDERS lessons I prefer to work:
 

by myself	with a partner
with one big group 17	in a small group 12

P.F.S. 3:8 3rd Yr GROUP STUDENT FEEDBACK CHECKLIST Respondents 48

1. A SOCCER lesson is (tick no more than two):
 

easy 17	strenuous	boring
hard	a waste of time	my favourite subject
fun 50	important to me	not very interesting
  
2. In SOCCER lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 23
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 35	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 23	waiting in the changing rooms
waiting for the teacher	learning new skills 14
practising	
  
4. I understand a lot more in SOCCER lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 27	practise skills 20
coach other pupils	
  
5. During SOCCER lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game	practise on my own 14
remember what the teacher said 13	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. To do well in SOCCER lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 34
get changed quickly	attend school practises
agree with the teacher 16	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During SOCCER lessons my friends and I ask:
 

many questions	a few questions 20
hardly any questions	no questions 15
  
8. In SOCCER lessons we work in small groups:
 

often 12	sometimes 28	never
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9. In SOCCER lessons I prefer to work:
 

by myself	with a partner
with one big group 19	in a small group 16

P.F.S. 3:9 3rd Yr GROUP STUDENT FEEDBACK CHECKLIST Respondents 33

1. A SWIMMING lesson is (tick no more than two):
 

easy	strenuous	boring
hard	a waste of time	my favourite subject 10
fun 26	important to me	not very interesting
  
2. In SWIMMING lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 10
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable	know before
enjoying myself 28	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others
playing a game 13	waiting in the changing rooms
waiting for the teacher	learning new skills
practising 9	
  
4. I understand a lot more in SWIMMING lessons when I (tick no more than two):
 

listen to the teacher 12	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 13
coach other pupils	
  
5. During SWIMMING lessons I find it hard to (tick as many as you wish):
 

work well in small groups 7	learn new skills
be interested	practise skills
play a game	practise on my own 7
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about 10
  
6. To do well in SWIMMING lessons I have to (tick as many as you wish):
 

have clean kit 7	work hard all the time 23
get changed quickly 7	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During SWIMMING lessons my friends and I ask:
 

many questions	a few questions 11
hardly any questions	no questions 14
  
8. In SWIMMING lessons we work in small groups:
 

often 12	sometimes 19	never
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9. In SWIMMING lessons I prefer to work:
 

by myself	with a partner 20
with one big group	in a small group 8

1. A TENNIS lesson is (tick no more than two):
 

easy 5	strenuous	boring
hard	a waste of time	my favourite subject
fun 19	important to me	not very interesting
  
2. In TENNIS lessons I spend most of my time (tick no more than two):
 

bored	learning new skills 6
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't know before
cold/miserable	
enjoying myself 13	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher	watching others 9
playing a game 13	waiting in the changing rooms
waiting for the teacher	learning new skills
practising	
  
4. I understand a lot more in TENNIS lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration
ask questions	talk to other students
watch a film	sit and watch others
play a game 14	practise skills 8
coach other pupils	
  
5. During TENNIS lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested	practise skills
play a game 5	practise on my own 10
remember what the teacher said	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. To do well in TENNIS lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 12
get changed quickly	attend school practises
agree with the teacher 6	be more skilful than the rest
answer a lot of the teacher's questions	try to be as quiet as possible
	be a member of the school team
  
7. During TENNIS lessons my friends and I ask:
 

many questions	a few questions
hardly any questions 7	no questions 14
  
8. In TENNIS lessons we work in small groups:
 

often 19	sometimes 5	never
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9. In TENNIS lessons I prefer to work:
 

by myself	with a partner 16
with one big group	in a small group 9

1. A CROSS COUNTRY lesson is (tick no more than two):
 

easy	strenuous 18	boring
hard 11	a waste of time	my favourite subject
fun	important to me	not very interesting
  
2. In CROSS COUNTRY lessons I spend most of my time (tick no more than two):
 

bored	learning new skills
confused	wishing I could learn more slowly
excited	wishing I could learn faster
mixed up	learning a lot of things I didn't
cold/miserable 15	know before
enjoying myself 11	wishing I could play a different game
  
3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):
 

listening to the teacher 9	watching others 9
playing a game 9	waiting in the changing rooms
waiting for the teacher	learning new skills 12
practising	
  
4. I understand a lot more in CROSS COUNTRY lessons when I (tick no more than two):
 

listen to the teacher	watch a demonstration 10
ask questions	talk to other students
watch a film	sit and watch others
play a game	practise skills 12
coach other pupils	
  
5. During CROSS COUNTRY lessons I find it hard to (tick as many as you wish):
 

work well in small groups	learn new skills
be interested 13	practise skills
play a game	practise on my own 8
remember what the teacher said 8	express my own opinion
get excited about anything	explain to the teacher what
satisfy the teacher	I am confused about
  
6. To do well in CROSS COUNTRY lessons I have to (tick as many as you wish):
 

have clean kit	work hard all the time 24
get changed quickly 10	attend school practises
agree with the teacher	be more skilful than the rest
answer a lot of the	try to be as quiet as possible
teacher's questions	be a member of the school team
  
7. During CROSS COUNTRY lessons my friends and I ask:
 

many questions	a few questions 11
hardly any questions	no questions 11
  
8. In CROSS COUNTRY lessons we work in small groups:
 

often	sometimes 19	never 7
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9. In CROSS COUNTRY lessons I prefer to work:
 

by myself	with a partner 10
with one big group 12	in a small group

# RESULTS: 1st YEAR PUPILS

## 1. E. 1 MY LIKES AND DISLIKES IN P.E.

Resp No.	A. Enjoyment	B. Indoor	C. Outdoor	D. P.E. Kit	E. Activities	F. Mixed P.E.
1.1 F					Rounders dance Net,hock,/all indoors, gym use equipment	
NF			(only when running) not much fun	not fair/ weathercold/ short T/S SK/	more X-country running/high- long-jump	
1.2 F	not always standing around					
NF					more types of P.E.	
1.3 F	fit, healthy I,L,P.E.	Net, indoors gym/, hall/.			netball,swim, gym, dance- like- gym use equipment	
NF			netball- too cold			Hock-too hard to play
1.4 F	like choice dance-diff, things ea week				swimming diff, types of strokes-nice & warm in pool	like dancing with boys
NF	net, OK-dont like to hold sticks 2 lessons				you dont have to shower when swimming, Hock -muddy/get wet	
1.5 F	like P.E.			good idea		
NF				when you have to wear it every week - gets on nerves	netball-cant keep up-cant remember rules	
1.6 F	favourite les- -son, its great					
NF						
1.7 F	like P.E. good fun		like outdoors		swimming/dance hock/netb,	
NF		like indoors				
1.8 F	like P.E.keeps us fit/healthy like PE a lot					
NF						



Resp No.	6. GroupSize	H. Ind. Ability	I. Showers	J. Teacher	K. A. O. Areas
1.1 F					girls play rugby/football boys play net ball/dance
NF			optional-teach tell off/not got towel		
1.2 F			likes them refresh you	really nice - help you with problems	changing room nice & big
NF					changing room dont like windows
1.3 F			nice/hot	kind/tells you about safety	
NF					dont like hock putting hair up/taking ear rings off
1.4 F				alright, nice tells you off - not nasty	
NF					
1.5 F				gives you - advice/they are great	
NF					
1.6 F			great		cough/asthma
NF					
1.7 F			more showers	like J.M. like G.G.	
NF				dont like S.C. picks on every - one	
1.8 F				like J.M. helps you/nice and cheerful	we sometimes do fitness ex- ercise to keep us fit
NF				dont like S.C. picks on you	

RESULTS: 2nd YEAR PUPILS

2.E.1 MY LIKES AND DISLIKES IN P.E.

Resp No.	A. Enjoyment	B. Indoor	C. Outdoor	D. P.E. Kit	E. Mixed P.E	F. Showers
2.1 F	I really do like P.E. - I think P.E. is great					dont mind showers
NF				I think the P. E. kit stinks! You should be able to wear what you want		when some idiot has not got 'anything' & you have- they stare
2.2 F	think P.E. is good to get fit					
NF				we should be able to wear what we want		I think we should have a choice
2.3 F	I like P.E most of the time		prefer outdoor to indoor	I like dance kit		
NF						but I feel embarrassed
2.4 F						
NF						should be changed
2.5 F						
NF						should have choice
2.6 F				kit we wear is OK		
NF				should be able to wear track suits all time		should be opt.
2.7 F				good idea-like colour-makes you look smart		
NF						waste of time
2.8 F	P.E.-good idea -helps to keep you fit		I prefer out door P.E.	P.E. kit is OK		
NF		I think I look stupid		should be allowed to wear track suits		optional-every one staring at you

Resp No.	G.Activities	H.Teachers	I.Any other comments
2.1			
F	netb/rounders /hock/swimming /tennis/(fav)	I like my P.E. teachers	
NF	I detest X- country	teachers never join in X- country	
2.2			
F	dance (best) more swimming		
NF	choice of act,		
2.3			
F	netb, is OK. I like dance X-C/Athletics		once a month our P.E. teach has a chat with us
NF	hock, dont understand rules/too mud,		
2.4			
F	basketball/gym dance indoor rounders		
NF	hock-boring netb,horrible		
2.5			
F	I like; X-C/ athlet/swim/ gym/dance		good idea to have clubs
NF	dont like netb		
2.6			
F	Ilike the game		hock club is great
NF	hock,boring less rounders	teacher never does anything	music boring in dance
2.7			
F	I like all sports but hoc		changing rooms
NF	we should have a choice		lining-up silly
2.8.			
F			
NF	gym-if you cant do it - frustrating		

RESULTS: 3rd YEAR PUPILS

3. E. 1 MY LIKES AND DISLIKES IN P. E.

Resp No.	A, Enjoyment	B, Indoor	C, Outdoor	D, P.E. Kit	E, Mixed P.E.	F, Showers
3.1						
F	I liked P.E a lot more when we had...					
NF	P.E is no good if you dont get on with the teacher			daft-going out in winter-should have more choice		I'm glad we dont have showers any more
3.2						
F	I like P.E & games					
NF						
3.3						
F						
NF	Quite boring		dont like having to go out in the cold			
3.4						
F	P.E is alright in the summer		I like the summer when we do athletics			
NF		gym-lot of standing	I dont like going outside when its cold			
3.5						
F	P.E is one subject you can get away from revising					should have more choice
NF						If we have to shower - why dont the teachers
3.6						
F						
NF				should let us wear gloves		should be optional
3.7						
F	The P.E course is good		I like discus	is good saves you having to bring daft kit		
NF		dont like indoor rounders	hate X-country			
3.8						
F	like P.E because you can enjoy yourself					
NF						

Resp No.	G, Activities	H, Teachers	I, A, O comments
3.1 F	volleyball badminton rounders tennis cricket		we should be able to choose what we want to do
NF	hockey - cross country athletics	time wasted by not listening to teachers	
3.2 F	football/dance tennis/rounder volleyball	I like some teachers/I like her...	
NF			
3.3 F	most kinds of athletics		football you can have a game if know the rules
NF	gym/dance hockey-can be violent	some teachers do not explain properly	teachers-not very under - standing
3.4 F			
NF	hate netball	some dont explain rules	
3.5 F	most activity are fun		changing rooms could be bigger - ger
NF		dont like teachers	not enough time to get changed
3.6 F	football/gym/ indoor round cricket fun		
NF	dance/should let us choose own music		dont like show -ing our dance
3.7 F		teachers are O.K.	bigger changing rooms
NF	P.E. groups should be smaller	teachers should help more	
3.8 F	like basketb, tennis/rounder team games		dont like being forced into gym
NF	dont like netb gym/dance		I think P.E, should be an outlet for energy

## APPENDIX - ESSAYS - QUOTES

### QUOTES - My Likes and Dislikes and Interests

#### 1) 3rd Yr Girl

1985 "I think P.E. should stop being so condescending, P.E. should be an outlet for your own personal ideas and a way to relax and enjoy yourself. It should be an opportunity to be yourself in a friendly atmosphere. At the moment P.E. is more strained and serious than maths or science."

#### 2) 3rd Yr Girl

1985 "It is not right that we have a shower together, we should have individual showers, every school I know has."  
Also we should have some kind of air freshener, because it smells of muddy boots."  
I think in the toilet we should have proper paper not grease proof paper."

#### 3) 3rd Yr Girl

1985 "Games is nice when we go straight into a game. Skills is boring. Most of the time is took trying to do them over and over again."  
"Teachers ought to take more notice of your views and also what annoys you."  
"Gym is OK in the 1st Yr when its different than what you're used to, but in the 2nd and 3rd Yr. you find that most

people are hopeless at it and have to do it. So then a lot of excuses are made to get out of it."

4) 3rd Yr Girl

1986 "I don't like P.E. because I don't like getting changed."

"Netball is boring, because I can't get the ball and I am too small to get the net and after we have done it, it give me stitch."

5) 3rd Yr Girl

"Our P.E. teacher gives us a wide choice, and teaches well. Gets on well with everyone and is prepared to listen. Great teacher."

"It is good to have different clubs and that the teachers are prepared to give up free time."

6) 3rd Yr Girl

"P.E. is no good if you don't get on with the teacher."

"I wish we had more of a choice of clothes to wear in P.E."

7) 3rd Yr Girl

"Football is very interesting as in the cold you can get warmed up and it's very good for you."

8) 3rd Yr Girl

"I don't like going outside in the winter when its cold."

9) 3rd Yr Girl

"P.E. is one of the only subjects that you can get away from revising and having to write."

10) 3rd Yr Girl

"Showers should be optional."

Teachers seem to favour people who are in the school team."

11) 3rd Yr Girl

"The P.E. changing room should be a lot bigger and I'd like the P.E. groups to be smaller, as with 35 or more girls per group, you can't do much work. The teachers could help us more."

"There should be more lessons in a week, or they should be longer."

"There should be more sport like trampolining, squash and badminton and there should be swimming."

"I like basketball, tennis, swimming and volleyball."

"Athletics is boring when you know you are not very good."

12) 3rd Yr Girl

"I like P.E. because you can enjoy yourself and take a well earned break from lessons."

"I think there should be some type of option scheme for P.E."



13) 3rd Yr Girl

"I like hockey but I don't understand it properly. It's different."

14) 3rd Yr Girl

"I hate outdoor P.E. because it's cold, muddy and boring."

15) 2nd Yr Boy

"I think that showers should be optional."

"I think that some lessons should be mixed (boys and girls)."

"I think the changing rooms are too small."

16) 2nd Yr Boy

"I like P.E. because I like many sports. I liked it better last year with our other teacher because he let you get on with the sport but Mr. X keeps stopping the game all the time. It gets boring."

"I didn't like this year's soccer team because we only had one match."

17) 2nd Yr Boy

"I do not like having a shower after P.E. I hate rugby because it's too dangerous. I do not like going out when it's raining or cold."

18) 2nd Yr Boy

"Why don't we go swimming anymore? I think swimming is brilliant."

19) 2nd Yr Boy

"I like doing discus in P.E. because its something where I can use my weight."

"I don't like running on the track in races, because I find it difficult and I always come last."

20) 2nd Yr Girl

"Me and my partner like to do tennis, but because we are not very good, the teachers don't work at us much, they only work at the ones who are brilliant."

"I think its good to have boys doing one thing and the girls being altogether."

21) 2nd Yr Girl

"I sometimes like P.E. but don't understand why we have so many different teachers."

"Showers! moan, moan, moan."

22) 2nd Yr Boy

"I don't like cricket because it takes so long to change batsman."

23) 2nd Yr Boy

"I like most sports that we do in P.E. except rugby, because

I think this boring and dangerous."

"I don't like having showers."

"We should have more time for P.E."

24) 2nd Yr Girl

"I don't like hockey because I am never shown where to stand, where to go and I'm not good at it."

"Athletics can be boring. It's repetitious."

25) 2nd Yr Girl

"I think girls should do football and cricket."

26) 2nd Yr Girl

"I like indoor P.E. where it's warm, and tennis because it is played outside in the summer, but I don't like hockey because I'm not very good at it and I don't get in any of the lively places. I'm mostly in goal and not many people shoot."

27) 2nd Yr Boy

"I don't like having showers."

"We don't have enough time to get changed."

28) 2nd Yr Boy

"I like P.E. with Mr X because when we play cricket he lets you get the equipment and go out and have a game for about 45 mins."

"When we have MR Y he keeps you in the gym for ½ an hour

just to tell us what to do and to do his talk and by the time we do get out its time to go back in."

29) 2nd Yr Boy

"I think you should have options in P.E."

"You should have choice at showers. I like football, cricket and athletics. I don't like rugby, cross country and gym."

30) 1st Yr Girl

"I like swimming best, because I'm good at it."

"I like rounders because when you hit it well everybody cheers."

31) 1st Yr Boy

"I don't like cross country racing. It hurts."

32) 2nd Yr Boy

"Athletics was boring because the fast runners would be waiting for the slow runners while they could be doing something else."

33) 1st Yr Boy

"I think we should have a choice of which sport we should do, our P.E. teacher talks too much and we don't get enough time to get going."

34) 1st Yr Boy

"I don' like rugby much because you hardly ever get the ball."

"If you cant do something right the teachers complain. They get impatient."

35) 1st Yr Boy

"I'd like less talking from the teachers and more action."

"We should have options what to do, and what to play."

36) 1st Yr Girl

"I like swimming and tennis because they keep you warm."

37) 1st Yr Boy

"I don't think teachers should be allowed to wear loads of clothes (tracksuit, jumper, woolly socks, thermal underwear, long johns, gloves, etc) in the winter, while we have to wear hardly anything."

38) 1st Yr Boy

"I dislike rugby, too much standing around. Cross country is cream - cracker, gymnastics boring."

39) 1st Yr Girl

"I dislike gym because my arms are weak and I think I am going to fall on my head."

40) 1st Yr Boy

"I dislike rugby.....it hurts."

41) 1st Yr Girl

"I like doing P.E. inside though not with the boys and I also like dance but not with the boys."

"Girls should be able to play football and rugby and boys netball and hockey."

"Gym is great because we use the equipment."

42) 1st Yr Girl

"I like netball because I can shoot goals."

"I love swimming."

43) 1st Yr Girl

"Even though I am a girl I would like to have a go at football."

44) 1st Yr Girl

"I don't like hockey because the ball is too hard and people hit you with the hockey stick."

I think showers ought to be separate because some of the girls are shy about going in the showers with other people."

45) 1st Yr Girl

"I hate showers because every body stares at what you've got."

46) 1st Yr Girl

"I like dance a lot but I wish I could wear a leotard but I'm too fat. Sometimes I cannot do the exercises in the warm up sessions and I feel a bit stupid."

47) 1st Yr Girl

"I like swimming because I think it is fun and because it is a relaxing sport."

"I also like netball because you have to set your mind on what you are doing, you also have to play hard and I get a good satisfaction if I play well."

"We should have a choice at showers because you get embarrassed easy. Everybody stares gawping at you. I have also heard various girls who tell the boys whether girls are flat, etc."

48) 1st Yr Girl

"Showers - ugh - you should'nt have to show everyone what you've got."

49) 1st Yr Girl

"I don't agree with mixed P.E. lessons because many girls would wonder what they looked like to the boys. This may put them off trying hard and looking forward to it. One thing I agree with is that girls have lady teachers and boys have men."

"The changing rooms are a good idea because there are boys

and girls separate but at the junior school there aren't any."

50) 1st Yr Girl

"In the showers people sometimes say horrible things about you and pass it around."

"I like dance it gives you a chance to make up you're own dance and get into you're own groups."

51) 2nd Yr Girl

"Netball is OK but I don't like hockey much because I don't understand the game and I don't like gymnastics because I can't do most of the things everyone else does and I feel silly."

"I think about once a month we should get together with our P.E. teacher and have a chat about what we've done or of we understand it."

52) 2nd Yr Girl

"I feel embarrassed dancing around the hall in only P.E. knicks and an Airtex shirt, I think I look stupid."

"I don't like gymnastics much, for example; if you can't do something and everybody else can it's really frustrating."

53) 2nd Yr Girl

"Netball is not very good, we don't play games, we just practise throws which gets boring and it is cold when we



play because most of the time we stand around."

"Teachers should make hockey more interesting."

54) 2nd Yr Girl

"I like swimming when I'm on holiday, but I hate it when you are in a race or trying not to be behind in your class."

"Other sports like hockey and rounders I don't like because I can't get involved much and I am usually standing around."

55) 2nd Yr Girl

"I like dance but only when we work in small groups. I like gymnastics but only when we are left to do it by ourselves."

"I wish we could do more things like the boys eg. football, cricket and rugby."

56) 2nd Yr Girl

"I do not like hockey or cross country because it is always cold when we do it."

57) 2nd Yr Girl

"I think the P.E. teachers should join in more and enjoy themselves."

58) 2nd Yr Girl

"We should have the opportunity to do boys P.E. and a choice at P.E. what we want."

"In gym it's embarrassing when you can't do something and everyone else can."

59) 2nd Yr Girl

"I don't like the showers. I think that everyone is looking at me."

"I wish we could do football, rugby and cricket."

60) 2nd Yr Girl

"I don't like doing cross country. The hard ground hurts your feet and being so worn out makes us cough."

"We should do more swimming, it's more use than hockey and netball. A swimming pool would be better than all the fields."

61) 2nd Yr Girl

"I think we should do more swimming and a lot more indoor lessons than we do. I think we should do football and rugby."

"I think we should play games with the boys to make excitement in the games."

62) 2nd Yr Girl

"I also dislike activities in the summer like athletics because I always come last."

"I enjoy indoor P.E. because it's warm and you do interesting activities."

63) 2nd Yr Girl

"I like dance best because you can make up your own dances when you like and how you like."

64) 2nd Yr Girl

"I like to do netball because it's about the only thing I am good at."

I don't like hockey because I just don't understand any of it."

"Why can't we go straight into a game. Practising skills is boring."

65) 2nd Yr Girl

"Our P.E. teacher should stop talking and taking up all the lesson."

66) 2nd Yr Girl

"I really enjoy moving around in P.E."

67) 2nd Yr Girl

"Dance gives you a chance to think for yourself for a change."

"I enjoy working with my friends."

68) 2nd Yr Girl

"I like the wide variety of different activities."

"My favourite activities are indoor activities, like dance and gym."

"I like gym because of the wide range of different apparatus."

"There are some understanding teachers which I think is very important."

"I think there should be more swimming activities."

"I don't like outdoor games much because it's cold and boring."

69) 2nd Yr Girl

"I enjoyed it when we made up our own game in hockey."

"You really think for yourselves...discuss and make up new rules."

"This should happen in wet P.E. lessons."

"I think the P.E. teachers should be more awake and understand how children feel when they find some lessons hard."

70) 2nd Yr Girl

"Some of the girls who are good at it boast and are big headed (they think they are it)."

"They think you're not fit and you're unhealthy if you are not good at P.E."

"P.E. is good for you. We need it to keep ourselves fit. I could'nt walk up the road once without getting worn out, but since I came to this school I can walk or run for miles. I've become fitter and stronger."

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