Experiences that have contributed to forming attitudes towards physical education

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Abstract
As a result of discussion about attitudes towards physical education with first year primary pre-service teachers it can be acknowledged that there are diverse degrees of competence and attitude towards this subject. This study looked specifically at the prior experiences that have contributed to developing less than positive attitudes towards physical education, and discussed how these experiences have influenced the attitudes of pre-service teachers and contributed to part of their socialization into physical education. Experiences discussed by participants were categorised into six major themes.

This study provided evidence that prior experiences gained from both, schooling experiences, and other sporting experience outside school, were significant for some students and not only impacted on attitudes to participate but embedded a lasting effect on what students thought about physical education and sport as a learning opportunity. This study concludes by acknowledging that the impact of less than positive previous experience remains a contributing factor to current attitudes for some pre-service teachers and outlines the implication and possible challenges for physical education/teacher education (PETE) in the future.
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Introduction

Education is continually changing and the *Health and Physical Education in New Zealand Curriculum* (1999) is one of the seven essential learning areas currently facing change. This curriculum was presented to schools in February 1999 and was gazetted by the Ministry of Education in September 2002. For educators this meant change and, for many, a philosophical mind shift. There has been ongoing support for both pre-service and in-service teachers as they become knowledgeable and more confident with the philosophy of this document and the curriculum area. However, what has been, and remains a concern (previous discussion with educators in tertiary institutions) is the confidence and attitude of some educators teaching within the primary sector in the area of physical education. DePauw (1996) suggested that the success of any physical education programme depends in part upon the teacher (cited in Silverman & Ennis, 1996) and perhaps the education the teacher has undergone. Student teachers attend courses in physical education, within the Bachelor of Teaching and Learning, not necessarily because they have chosen to, but because health and physical education is one of the seven compulsory learning areas. An individual interested in teaching in the primary sector could have a passion for teaching in general but not necessarily the skills and confidence across the seven learning areas. This means that some parts of their programmes out in schools could be weaker than others and for some teachers that area could be physical education.

Students enter their pre-service teacher education with pre-conceived ideas, beliefs and attitudes towards, physical education (Matinin & Collier, 2003; Pajares, 1992). Templin and Schempp (1989) state dispositions, prior experiences and reasons for entering the field of teaching, may influence what students learn during pre-service preparation and later believe when they become certificated teachers. They describe this process as the socialisation into physical education. Silverman & Ennis (1996) emphasises the importance of understanding the factors that either help or hinder us as we attempt to teach physical education and the need to take advantage of the positive factors and reduce the negative whenever possible. Teachers must be not only aware of and have insight into the power of these prior experiences but must be
able to provide appropriate action within their courses to utilize the positive experiences and work with the negative experiences to turn them around to provide a more neutral socializing environment for children.

These factors could be associated with both intrinsic and extrinsic experiences. Ennis (1996) states teachers’ backgrounds, experiences, and levels of teaching skills influence many aspects of their teaching and can impact on their ability to enhance learning. Brookfield (1995) describes, more specifically, the most significant influences that operate on teachers. There are the images, models and conceptions of teaching derived from their own experiences as learners. Siedentop (2000) states nothing is more important to the improvement of the schools than an effective, high-quality teaching force. According to Tinning (1987) the quality of physical education in the primary school has been questioned and while he recognises that there are some very good things happening in physical education he also acknowledges that the quality of physical education at the primary school level could be better. His concerns are:

1. Quality physical education programmes limited by ineffective educators;
2. Unconfident educators providing limited physical education or no physical education;
3. Un-motivating educators providing less than inspiring physical education programmes;
4. Educators failing to recognize the varied beliefs about physical education that students bring to class
   (Tinning, 1987)

Doolittle, Dodds and Placek (1993) emphasise that understanding training (pre-service) teachers’ beliefs is an important consideration for teacher educators, recognising that training has remarkably little influence if it contradicts training (pre-service) teachers initial beliefs. Researchers have indicated that prior experiences do impact on an individual’s attitude towards physical education (Bain, 1990; Balboa,
1993; Schemp, 1989) and given this it is recognised that this research contributes to a worthwhile study to further develop this field by identifying and discussing beliefs and attitudes within the New Zealand context.

The purpose of this research is to identify and discuss the prior experiences that have contributed to the formation of primary pre-service teachers' attitudes towards physical education prior to beginning their teacher education, and discuss how and why these experiences have been so influential towards their attitudes towards physical education. By investigating
a) how these experiences influence the attitudes of pre-service teachers
b) how these experiences and formed attitudes, affect socialization into pre-service teacher education, it will be possible to provide some implications for physical education/teacher education (PETE). Literature associated with the socializing process of physical education/teacher education will be synthesized and in conclusion some suggested implications for physical education/teacher education will be discussed.

Research Questions

- What are the prior experiences that have formed attitudes towards physical education for a group of first year primary pre-service teachers?
- How did these experiences influence the attitudes of these pre-service teachers?
- How do these experiences, and the formed attitudes, affect the initial phase of socialisation into the pre-service, primary physical education course?
- What are the possible implications for primary physical education/teacher education?
- What are the implications for physical education/teacher education (PETE)?

Literature Review

The essence of physical education is to:
- develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;
• develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity;
• develop understandings, skills, and attitudes that enhance interactions and relationships with other people;
• participate in creating healthy communities and environments by taking responsible and critical action.
(Minsitry of Education, 1999, p.7)

Arnolds (1979) understanding of physical education as a movement culture supports these aims of the current Health and Physical Education in New Zealand Curriculum. He suggests this subject requires students to learn in, through and about the movement culture.

Carlson (1995) suggests a large percentage of the New Zealand population of students in school enjoy their involvement in physical education as a movement culture and this is also supported by the 2002 National Education Monitoring Project – Health and Physical Education Assessment Results (Ministry of Education, 2003) found that physical education was the second highest ranked subject out of twelve, for both, yr 4 and yr 8 children (p62). However there is a proportion of our students that are challenged by the idea of active play, or movement orientated activities, and do not enjoy physical education at school. This group could consist of approximately 20% of New Zealand’s school age students (Carlson, 1995; Rice, 1988). In a synthesis of the literature it was evident that there are two main categories associated with prior experience, that impact on the developing beliefs and attitudes of training teachers:
• the school experience
• experiences outside school
Literature particularly relevant to the data collected from participants in this study is the material linked to the school experiences and is outlined as follows.

Carlson (1995) suggests that any students apathy in physical education may seem surprising if one considers that the subject includes sports, games, and physical activity but the research has found that these particular aspects of physical education are in fact part of the underlying problem associated with the lack of enjoyment gained from this subject (Brown, 2000; Carlson, 1998, 1995; Talbot, 1990). Carlson’s study (1998) with 13 – 15 year old students suggests that physical ability and perceived physical competence did contribute to most students’ enjoyment of the subject and he found that once confidence grew so did enjoyment. This is consistent with Harter’s (1981) ‘Competence Motivation Theory’ that indicates that individuals will be motivated to engage in tasks when they perceive themselves to be competent, and conversely will withdraw from activities when they perceive that they lack competence (cited in Solmon, Lee, Belcher, Harrison & Wells, 2003, p.261). Bandura (1986) describes this kind of perception as self-efficacy, a perceived competence that is reflected by the individuals’ confidence to make use of their ability in specific situations. Lack of self-efficacy impacted on the participant’s ability to want to achieve and certainly their desire to participate.

As a result of low competence, low confidence, motivation and over all self-efficacy students will withdraw in some way from their physical education classes. In separate studies Portman (1995) and Carlson, 1993 (cited in Silverman & Ennis, 1996) reinforced this finding that low skilled sixth graders, and middle school students, who had negative experiences in physical education classes generated strategies to cope, partly by withdrawing. Ennis (2000) states that motivation to engage often varies with skillfulness and previous experience and those who lack skillfulness attempt to avoid embarrassment by disengaging and refusing to participate: An individual’s skillfulness, also described as ability or competence, is not only reinforced during the physical education lesson but often manifested in what Ennis (ibid) calls the previous experiences.
Research has also found that school students will come to school, and to the physical education class, with pre-conceived ideas about themselves and about movement (Balboa, 1997; Carlson, 1995; Dewar & Lawson, 1984). Matanin and Collier (2003) identified in their longitudinal analysis of pre-service teachers’ beliefs about teaching physical education that long before teacher recruits enter teacher preparation programmes they develop values, and beliefs that are both strongly held (Lawson, 1983 cited in Placek & Dodds, 1988; Lortie, 1975, cited in Dewar & Lawson, 1984; Pajares, 1992; Zeichner & Gore, 1990) and are resistant to change (Doolittle, Dodds & Placek, 1993; Pajares, 1992). Researchers agree that if teacher education programmes are expected to impact on what teachers believe, intend and do, they must first explore what beliefs students bring with them to the teacher education programme (Buschner, Hutchinson, Himberg, & Patton, 1999; Bullough & Gitlin, 1995, cited in Matnin & Collier, 2003) and how these beliefs have impacted on their developing attitudes towards physical education.

Merton, 1957 (cited in Templin & Schempp, 1989, p.2) describes the development of beliefs and attitudes as part of the socialisation process:

The process by which people selectively acquire the values and attitudes, the interests, skills and knowledge – in short, the culture – current in groups to which they are, or seek to become, a member

Van Maanen and Schein, 1979 (cited in Templin & Schempp, 1989) suggest that socialisation is a process in which an individual is taught and learns the behaviours and perspectives that are customary and desirable within a professional role Templin and Schempp (1989) describe and present a challenge for pre-service education to:

- recognise the diverse backgrounds and experiences that students bring to the course
• attempt to understand why students construct such diverse attitudes and beliefs towards physical education
• provide support for students to make change to their attitudes and beliefs towards physical education

Templin and Schempp (1989) developed the following questions based on previous research (Dewer, 1983; Schempp, 1983; Woodford, 1977; Pooley, 1971 cited in Templin & Schempp, 1989, p.4)

• Why does one enter physical education?
• What is the influence of one's pre training – childhood experiences?
• Does one's childhood – public school experiences – influence one's decision to enter teaching and the way in which one teachers during and after one's professional training?

These questions represent the three phases of the socialization process
1. recruitment into teaching
2. professional preparation
3. influence of the school setting and related educational agencies.
   (Templin and Schempp, 1989)

Bain (1990) describes the initial socialising process as 'anticipatory socialisation, the beginning phase of acquiring the beliefs, values, and norms of the group. The anticipatory phase is where school students (pre-service teachers) build on their own experiences in physical education and sport. Bain (1990) reinforces this with her research on occupational choice describing how occupations tend to attract recruits who share certain characteristics, who have ability, interests and aspirations with what they perceive as the requirements in that field. Lawson (1983) suggested that pre-service teachers perceptions about themselves form the foundation for their professional training, influencing the way they respond to training and future professional and organisational socialisation. Dewar and Lawson (1984) investigate
the subjective warrant (citing, 1975), part of the socialisation process, in more depth, looking specifically at the individual's perceptions of the skills and abilities necessary in/for physical education.

Research suggests that there are specific aspects of the school experience that contribute the initial phases of the socialisation process (Belka, Hal, Lawson and Lipnickey, 1991; Chalmers, 1992; Luke & Sinclair, 1991; Scully & Clark, 1997, cited in Kremer, Trew & Ogle, 1997). Luke and Sinclair (1991) suggest, school student's respected teachers who had high expectations, were focused on learning and were sensitive and cared about their students. However their studies have indicated that the prior experiences of girls and boys can impact differently on their developing attitudes. Chalmers (1992) found that physical education uniforms, attitudes of students towards each other, co-educational or single sex classes, self confidence and the influence of teachers were the factors that influence young women's' experiences of physical education. Scully and Clarke (1997) have found that girls rank the importance of the physical education teacher higher than boys, which is interesting when related to the work of Belka, Hal, Lawson and Lipnickey (1991) who suggested that, while fathers were rated as most influential people, women were less likely to be influenced by males.

While Scully and Clarke (cited in Kremer, Trew & Ogle, 1997) acknowledged a difference in how girls and boys ranked the importance of the physical education teacher other factors relating to the competence of the teacher has been identified in various research (Ennis, 1996; Luke & Sinclair, 1991; Matanin & Collier, 2003; McCullick, 2001; Rink, 1996; Schmidt, 1991; Rice, 1988; Shulman, 1987). Rice (1988) reported on how school students appreciated teachers who were friendly while Luke and Sinclair (1991) identified the importance of teachers who were sensitive and cared about their students, had high expectations, and were focused on learning. Rink (1996) stated the importance of the teacher's ability to provide appropriate learning opportunities while Ennis (1996) acknowledged, for learning
opportunities to be effective teachers need to encourage students to challenge existing ideas and beliefs.

Rice (1988) found that over 73% of high school students considered their physical education teachers to be good role models (cited in Silverman and Ennis, 1996). When pre-service teachers were asked about the most important characteristic of a physical educator the common response was that educators must be good role models (Matanin & Collier, 2003). The teachers' ability to be an effective role model is fundamental to their ability to reach and teach children. McCullick (2001) supports this idea and argues that if students view the teacher as a role model and recognise the expertise of the teacher, they are more likely to learn from that teacher.

As Balboa (1997) states “the profession of human movement is not isolated from broader social, political, and cultural contexts and histories but is very much related and affected by them” (p.8). Ennis (1996) recognises that a combination of variables can affect aspects of the school experience, for example, students’ family characteristics, students’ personal characteristics, neighborhood characteristics, teachers’ characteristics and school characteristics. It is these contexts, characteristics and histories that shape what Bain (1990) calls the hidden curriculum and it is the hidden curriculum that contributes to the development of values and beliefs, and therefore attitudes towards physical education. Kirk (1992) describes the hidden curriculum as the unavoidable and unintentional knowledge, and attitudes, that students learn through participating in formal routines and activities at school.

Ronholt (2002) contributes to the discussion around the hidden curriculum by investigating discourse in physical education recognising that discourse analysis enables you to see what is not always obvious, making visible the invisible and illuminating those implicit structures of the hidden curriculum. Ronholt (2002) acknowledges that teachers and students meet with different attitudes, opinions, and knowledge about movement and sport which influence what they find meaningful. Fairclough (1995, 1992) acknowledges that critical discourse analysis provides a
foundation to systematically study and uncover various practices in the social world and the social relations of teaching and learning in physical education. He distinguishes between three aspects of the constructive effects of discourse:

Firstly, discourse contributes to the construction of “social identities” and “subject positions” .... Secondly, discourse helps construct social relationships between people. And thirdly, discourse contributes to the construction of systems of knowledge and beliefs (p.64).

Ronholt (2002) acknowledges that learning has proved to be situated and influenced by many factors and cannot be determined by the teachers’ thinking and planning alone. This is reinforced by Templin and Schempp (1989) who state

What physical educators do, and how they do it is important because the events that occur in the gymnasium, playing field, or swimming pool are not isolated. They are intricately bound in the social relations of the school, community and society (p.56).

Discourse analysis has revealed that social practices in the school are constructed by teacher and students in common and that this construction is influenced by socio cultural discourses embodied in the situation (Ronholt, 2002, p.34).

Rice (1988) suggests that secondary students liked or enjoyed physical education because of the variety of activities offered (cited in Silverman & Ennis, 1996, p ) and Carlson (1995) expands on this suggesting an increased choice of activities would reduce negative feelings towards physical education. Luke and Sinclair (1991) reinforced this idea reporting that students asked for “more opportunity to give input and more chances to make choices and to not always be told exactly what to do”. More recently the 2002 National Education Monitoring Report - Health and Physical Education Assessment Results (Ministry of Education, 2003) suggests school students respond well to the opportunity to make choices about both, content and
teaching methodology. Mosston and Ashworth (1994) outlines a spectrum of teaching styles that sit on a continuum from teacher directed to learner centred styles of teaching. In the learner centred styles students have more responsibility and choice within the contexts of learning provided. While the research supports the fact that school students responded well to a variety of movement contexts, there were definite trends associated with the type of movement contexts within those choices that were preferred by students and there were very definite movement contexts that impacted on school students negative feelings towards physical education.

Rice (1988) found that high school boys and girls preferred team sports over individual sports. Tannehill and Zakrjsek (cited in Silverman & Ennis, 1996, p.69) found that more than 80% of the middle and high school African American students surveyed preferred learning team sports. Similarly, Tannehill et al. found that approximately 70% of high school boys and girls reported that team sport skills and learning to play team sports should receive the most emphasis in physical education courses. Tannehill and Zakrjsek (1993) and Luke and Sinclair (cited in Silverman & Ennis, 1996) identified running to be the most disliked activity by both boys and girls in the middle and high school area.

Ronholt’s study (2002) revealed that children’s different ways of participating in the social world, in this case the physical education lesson, generate different ways of responding and making meaning. Carlson (1998) describes the term alienation as persistent negative feelings that some students associate with actively aversive or insufficiently meaningful situations in the gymnasium setting (p. 467). According to the literature, several factors may contribute to alienation from physical education. For instance, boredom, repetition, and lack of meaningful work have been cited as being instrumental in producing dislike of the subject (Fox 1994; Rice, 1988; Wilson, 1968). This is consistent with Carlson (1993) who reported on middle school students for whom physical education had very little meaning and Tinning and Fitzclarence (1992) who found Australian high school students saw physical education had very little meaning for them, and was boring.
Lack of meaning can be associated with feedback and Hellison and Templin (1991) reinforce the importance of providing feedback which they acknowledge can be descriptive, corrective or evaluative, and suggest feedback provides information to the learner about performance and about the appropriateness or inappropriateness of her or his behaviour. Schmidt and Lee (1999) describe the notions of feed back and forward as necessary aspects of the teaching and learning process and essential for the ‘making meaning’ aspects of students’ learning.

From an analysis of a co-educational class involved in a 2km run it was established that the boys’ discourse of physical education seemed to be connected to the competitive perspective rather than the health perspective and while the girls accepted that there were no rewards for them in the context of the teachers’ and boys’ definition of the situation they created their own pleasures and rewards by finding pleasure in their friends’ company, walking and chatting. However, Carlsen (1998) identified aspects of competition to be barriers to, firstly participation and secondly to overall enjoyment for both boys and girls. Kirk and Tinning (1990) referred to an observational research study by Griffin (1985), that examined co-education school physical education and classified the patterns of student participation. Griffin (1985) revealed considerable variation in participation both within and between sexes and stated that participation style seemed to be affected by the nature of the activity, personal characteristics such as size and skill and the reactions of other students. Previous studies comparing girls’ and boys’ attitudes towards physical education have found that girls are less likely to enjoy mixed physical education classes than boys and these feelings increase as they get older, Lirgg Mason and Milosevic, (cited in Laker, 2002).

Wright (1995) investigates some of the reasons why girls/women maybe less likely to enjoy physical education and describes the notion that women are not considered to be as strong, powerful, exciting, fast, or aggressive as men; therefore they are weaker/inferior not only in biological terms but also in social terms. Wright (1995)
acknowledges that boys' preferences for rough and tumble games like football and their apparent desire to display daring vaults over the box are taken for granted as natural whereas girls' preferences for, and superior performances in dance and expressive activities and their apparent reticence to participate in physical education is again attributed to their natural passivity and lack of aggressiveness and competitive spirit. However Talbot (1993) suggests that some of the limitations placed on girls were there to protect them. Drinkwater (2001) and Gilroy and Clark (cited in Laker 2002) and suggest that girls continue to remain locked into the traditional stereotypical notions of femininity and physicality. Dewar (1990) examined how students viewed knowledge about gender and concluded that students were not equally receptive to the different constructions of gender presented to them. They tended to give more credence and credibility to the 'scientific facts' presented to them because these were seen as directly relevant and applicable to practice. Students had trouble seeing the relevance of the critical knowledge about the social relations of power and privilege to physical education and sport (cited in Kirk & Tinning, 1990). Critical knowledge is a necessary part of learning equipping students with the ability to think before accepting what they see and hear in front of them.

Wright (2001) suggests that what we do, say, write, read, see, and how we interpret these, produce and reproduce meanings about femininity and masculinity and the value of particular ways of being male and female over others. Carlson (1998) refers to the 'ideal body' stating that the image of the 'ideal body' is constantly the subject of popular magazines, and television programs and films often confirm these impressions and she suggests that the media can be influential in affecting how male and female adolescents view physical activity. Bassett (cited in Wright, 1995, p.13) states television creates images, producing a reality in which particular knowledge, values, and beliefs are constructed "in ways that encourage the viewer to receive and uncritically accept the messages and meanings which it communicates."
Laker (2003) suggests that while biological sex is usually fixed, masculinity and femininity are constructs of a particular culture or society and may therefore be open to change. Balboa (1993) suggests that practices in physical education inculcate a particular set of values that frame thinking about ourselves, others and the world, and that we must address the hegemonic ideologies of femininity and masculinity, questioning and transforming the practices of physical education so as to contribute to a more just and equal society. Talbot (1993) suggests while teachers of physical education may claim that they espouse equality of opportunity for all children, their teaching behaviours and practices reveal entrenched sex stereotyping, based on 'common sense notions about what is suitable for girls and boys, both in single-sex and mixed-sex groups and school (p.74). Scratton (1987) supports this stating that physical education fails to provide 'meaningful experiences for young adolescent women because it appears at odds with the culture of femininity and Balboa (1993) suggests that assumptions about male and female performance may lead teachers to have different expectations of the abilities and behaviours of boys and girls. Emnis (1996) suggests values and contexts are critical factors that influence the decisions teachers make in physical education and factors that shape values and contexts in particular settings are influential in the curricular decision making process.

The effective shaping of values and contexts within a particular curriculum require a sound understanding of the knowledge base. O’Sullivan (cited in Siedentop and Tannehill, 2000) acknowledges that this is an area that remains a problem today. The work of Shulman (1987) brought the issue of teacher knowledge to the forefront of research on teacher effectiveness implying that there is no doubt that teachers have to have various kinds of knowledge to be successful. Shulman’s knowledge base of teaching includes seven categories:

1. **Content Knowledge**
   Knowledge about the subject matter to be taught
2. **General Pedagogical Knowledge**
   Knowledge about teaching methods that pertain to all subjects and situations
3. Pedagogical Content Knowledge
   Knowledge about how to teach a subject or topic to specific groups of students in a specific context

4. Curriculum Knowledge
   Knowledge about developmentally appropriate content and programmes at each grade or level

5. Knowledge of Educational Contexts
   Knowledge about the impact of context on instruction

6. Knowledge of learners and their Characteristics
   Knowledge about human learning as it applies to teaching

7. Knowledge of Educational Goals
   Knowledge about the goals, purposes, and structure of our educational system
   (Cited in Metzler, 2000, p.21)

Snook (2000) reinforces the complexity of Shulman’s seven categories with his belief that there are two basic models of teaching: the ‘practical craft’ or the ‘learned profession’. The first model sees teaching as a practical craft centred on classrooms and the meeting of children’s needs and while he believes this model stresses some important aspects of the teaching role that need to be preserved he sees it as limited and inappropriate to the challenges that lie ahead. The second model sees teaching as a learned profession where;

- teachers have a broad grasp of schooling in its social, historical and political contexts
- teachers are able to provide expert advice on the theory of education and on educational policy
- teachers approach to teaching is informed and critical
- teachers methods are based on the best research available
- teachers are highly educated in the content they teach
- teachers understand the nature of various disciplines and their limitations
Snook (2000) sees the need for this model to become the basis for teacher education in the future and while this particular model and the work of Shulman (1987) relates to teaching in general connections to the literature specific to physical education have been outlined further on in this study.
Methods

Overview
This study is a qualitative research project. In this qualitative study student teachers will describe the experiences that have contributed to the formation of their attitudes towards physical education. The qualitative approach is necessary when attempting to describe the perceptions of participants within a real life context (Neuman, 1997). Qualitative research focuses on the essence of the phenomena where the hypothesis and theory are developed as the data unfolds. The outcomes of qualitative research are essentially descriptive and provide understanding and meaning in a given context (Thomas & Nelson, 1996).

Training teachers have been selected for this study from a sample of 28 members of a specified year one class of primary student teachers, enrolled in the 2003 intake of the Bachelor of Teaching and Learning. The initial class was randomly selected from the possible four classes enrolled in the year one physical education course beginning in the second semester of 2003.

Initial contact was made with the sample group through the distribution of

- a letter outlining the study (See appendix 1)
- a simple survey (See appendix 2)

The purpose of the survey was to screen for possible participants through

- obtaining the demographic details of each student teacher
- obtaining the training teachers’ feelings towards studying physical education at college. (It is from this group that the final sample selection will be made. If this group exceeds two a random selection from this group will be made. Please note, for the purpose of this study the sample will include only those with a less than positive attitude towards physical education).

The survey was brief and contained a very limited number of items. Ideally a gender balance and age difference would have added to the quality of the study but
the possibilities were limited by the sample size in this study. Training teachers responded to the interviewer confidentially by completing the brief survey and were notified regarding their inclusion in the study by the interviewer.

**Interviews**
The data was collected by interviewing the two first year primary training teachers. The interviews were face to face and audio taped to ensure the students’ perspectives on their attitudes towards physical education were captured. The advantage of a face-to-face interview was that the interviewer had the ability to gauge the atmosphere and non-verbal communication that would not have been obvious when transcribing from an audio tape (Neuman, 1997). This was particularly important when researching a topic about attitudes when facial expression and body language could contribute to a respondent’s overall response.

The interviews were semi-structured making use of open-ended questioning techniques, (refer to appendix 3) allowing the respondents to answer in detail and qualify and clarify responses when necessary (Neuman, 1997). Burns (1997) describes the need for semi-structured interviewing techniques when investigating beliefs, feelings or perceptions as they allow the respondents the scope that is not possible in pre-ordained response categories, or structured interviewing techniques.

**Data Analysis**
Data was transcribed and returned to the student teachers for content verification. This ensured that the data transcribed was a true and accurate record of the interview and increased the trustworthiness of the data. Data was examined for emerging patterns and interpreted to develop a conceptual classification. Classifications were completed by ‘content analysis’ (Burns, 1997). This involves examining the data and identifying common themes, concepts and meanings collectively from the two participants. The data was placed into the identified themes on large sheets of paper for further analysis. The classified themes/concepts were explored further and analysed by comparing and contrasting a selection of the literature associated with
attitudes and values in physical education and the socialization of teachers into physical education.
Results
This study investigates how two primary pre-service teachers described their prior experiences that have contributed to their current attitudes towards physical education.

The following results will be analysed according to the research questions proposed for this study. They are as follows:

- What are the prior experiences that have formed attitudes towards physical education for a group of first year primary pre-service teachers?

- How did these experiences influence the attitudes of these pre-service teachers?

- How do these experiences, and formed attitudes, affect the socialization into primary physical education teaching for these pre-service teachers?

- What are the possible implications for primary physical education/teacher education?

General overview of findings
When analysing the data it was clear that both participants, who acknowledged that they were less than interested in physical education, had drawn their negative perceptions from some aspects of the physical education programmes they were involved in throughout their primary and secondary education.

There are more bad experiences in physical education than good experiences so that um just gives me a kind of negative image of physical education rather than a positive image of physical education.

If I think back to school it is quite a threatening subject.
For both participants there was a clear emphasis on competitive games, exercise testing and individual sporting activities eg athletics, gymnastics and swimming. Participants described these activities as those that contributed to their less than positive attitudes towards physical education.

I did not enjoy competitive games.

...cause I'm not a hugely competitive person so yeah being a real competitive sport was just kind of I don’t know wasn’t really enjoyable for me so I didn’t really bother anymore after that.

...things like the beep test which was just awful.

I also hated doing athletics and gym stuff.

The less than positive experiences were associate with the highly skill based activities that required mastery and quite often required them to perform individually. Three quite different themes emerged from the data.

- The fear of being isolated and shown up in front of the class

...like everyone can see, it’s not like it’s behind closed doors sort of thing it’s like everyone can see if you’re good or bad and things like cross country and stuff I dreaded that.

- Boring activity requiring long periods of waiting for a turn.

...and then athletics I just hated doing like high jumps we were always made to practice high jumps and long jumps and that sort of thing ..... I don’t know it just got tedious and boring and I’d been doing it since I was like um or like at primary school we had to have um athletics day.
• Getting Hurt

Both participants described the fear of being hurt as a barrier for them enjoying physical education. Participant B outlined a particular incident that continues to impact on her involvement now, while participant A related injury to the strength of boys and that will be discussed in a separate section.

I twisted my knee like twice when I was in form two so I had like weak knees.

I just always had a fear that I was going to hurt my neck or something.

I was really just quite afraid of being hurt.

These less than positive memories of physical education were illustrated through strong verbal description, long pauses of thought, and emphasised with facial expressions and body language but while these participants described their attitudes towards PE as poor their interest in dance and fun games was positive.

…but things like little fun games were enjoyable.

I really enjoyed dance.

We always liked doing like dancing stuff like I don’t know you could say like movie clips or whatever, like video clips on TV and like pop groups maybe at the time.

These activities were seen by the participants as inclusive and enjoyable because they were not necessarily based on performance and did not require individuals to be singled out.
you have the support of everyone in your class sort of thing, it's not like you are doing everything by yourself

I didn't like coming last, if I was at the end you'd feel like everyone was watching you and I don't know you just especially like when you do it in front of the whole school

I'm doing folk dancing at the moment and it's different because everyone's doing it together it's not single and um I don't know it's more like collaborative or whatever like if you're hitting a ball like a baseball everyone's watching you sort of thing, than if you're folk dancing everyone's doing the same

netball is enjoyable because you belong to a team maybe it's not single.....the team part if important because if you win you win for the whole team and if you shoot a goal it's for the team and like just the support maybe again

The overall results indicated that current attitudes are certainly influenced by previous experiences but while there were current themes within the data it was clear that the impact of previous experiences varied for each individual. It was also clear that these participants had a partial understanding of exactly what physical education consisted of, and/or remembered, and defined physical education as those things that they did not enjoy. Six major main themes emerged from the data addressing the research question that relates to;

- Previous Experience related to the Learning Environment and Curriculum Content
- Perceptions of ability
- Gender
- Self Image and body image
- Teachers
- Significant others
Previous Experience related to the Learning Environment and Curriculum Content
Results indicate that attitudes towards physical education were also influenced by the experiences associated with changing for physical education, and the active nature of physical education and how that impacts on their appearance and comfort on completion of the class.

When discussing the less than positive aspects of physical education it was clear that these dislikes did not just relate to the content of the lesson but were entrenched in the thought and preparation for a lesson. Participant B described two significant memories of the changing rooms in the gym that have impacted on her motivation towards physical education

- Cold changing rooms

a sort of sad thing was getting changed because we had the most freezing cold changing rooms, it was absolutely freezing and it was just awful, so cold we had to like turn on the showers and we’d turn them on to hot so that the steam would heat up the room

- Smelly changing rooms

they weren’t clean or anything and people at our school, that’s often where kids would go and smoke and so they would stink like tobacco and it was just awful

Participant B described getting changed as a hassle, not only the discomfort of getting changed in an environment that she did not enjoy but having to be active and then get back into school uniform and continue on with the school day. It is of interest to see how this relates to the ‘image’ section.

I just hated getting changed, it was just a hassle like just the whole environment of it all just like the idea of having to get changed and stuff it just became for me
just a hassle.

I hated doing it I got sick of doing it and that was like the biggest thing, I was like Ohhhh I can’t be bothered because then you’ve got to run around for a bit and then you’ve got to get changed back and it was also um you’d often have it first period you’ve been running around first period and then you’ve got to get changed back into your uniform and you feel all sweaty and gross.

We weren’t allowed spray deodorant because people used to spray it and light it on fire and do crazy things like that.

In summary it is clear that prior experiences have influenced the way attitudes were formed for these two pre-service teachers. They have said that as students they bring attitudes to their class shaped by the influence of significant others, memories of participation and preparation for the lesson. These impressionable attitudes will continue to be shaped by their experiences in the physical education lesson and by the attitudes of teachers, family members, coaches, friends and class mates.

**Perceptions of Ability**
Both participants acknowledged that their perception of their ability as skilled performers impacted on their current attitudes towards physical education. They described themselves, very generally, as less than sporty and more specifically outlined the activities that contributed to their perceptions, and why these particular activities impacted on them in this way. Some of the activities specifically referred to were, gymnastics, exercise testing, cross country running, athletics, swimming and competitive games.

I’m just not a really sporty kind of person.

It was so awful and I would always be last.
I was probably not as fit as some other kids in the class.

I didn’t like coming last, if I was near the end you would feel like everyone is watching you.

Swimming days were always really bad and probably like um swimming was another one where you could see the front people and the back.

It was acknowledged by both participants that physical education was a very tense time for them where they felt nervous and described some sessions ”as hell” for them. When asking participants why they got so tense they referred to, the ‘fear of failure in front of peers’ and the ‘fear of getting hurt’.

I was not very good at gymnastics so it was like hell for me.

….nervous especially when you know you are not good….

Recognising that others were better than them only reinforced that they were not very good at physical education. Participants classified themselves on the comparison they made with some of their peers:

….just people being better than you ….

….but I still was like never as good as anyone else…. 

Participants constructed a view of a successful person in physical education and the underlying messages they received about a successful student contributed to their attitudes, and as a result, their will to participate.
I would line up and when it nearly got to my go I would line up at the back of the line again.

A couple of times I got into trouble because me and my friend used to hide in the toilets and then they’d come and find us and then they’d make us run around the field.

....like we’d take a really really long time to get changed....

Perceptions of these two pre-service teachers ability were not only generated from the physical education class or in the playground but were influenced significantly by the media and the public images of what participant A described as popular people. When participant A was asked why she enjoyed dance and who influenced her to want to dance she said:

We always like doing dancing and stuff and you could say movie clips, video clips on TV and pop groups because you want to be like them because they’re popular and have confidence and they look good.

Gender
Gender was a theme that was discussed by both participants but in a slightly different way. Participant A described boys as intimidating because they were physically stronger and that they tended to rule the games because of their strength and skill.

I never thought I was any good at it like compared to some other kids like I don’t know maybe I was a bit intimidated by the boys and stuff like that

....their skills seemed advanced....

Whereas participant B acknowledged that boys do take over the game but it’s more often that not because they enjoy doing physical education and being involved.
Sometimes with the guys they'd just take over cause often most of the guys just really enjoy playing PE so they'd just get involved.

Both participants saw boys as rough and felt that they could hurt the girls physically.

We were playing indoor cricket and the guys would just beat the ball and I was just like it would be so scary like people were getting hit and bruised and I was not enjoying that.

....it might relate to their strength like since they can like it they throw a ball really hard and it could hurt and whatever ....

....the guys because they were really really rough.

But the participants differed when describing how the boys supported the girls. Participant A felt that the boys would use their superior skill against girls by talking negatively to them.

....like use it against you like 'come on' like I don't know they might like hassle you.

Participant B acknowledged that sometimes boys could be quite good but both participants felt that because of their skill they would take over the equipment and the games and would indicate that they did not want weaker players on their team.

....well they like ruled the game you know just like sort of like bats like standards and they just like completely take over usually.

....they wouldn’t want them on their teams.
But sometimes the guys could be a bit selfish and they'd know they'd be a little bit of a tendency to think that the girls were not as good or whatever and would often not pass to them.

Participant B however acknowledged that participating in front of boys was difficult because of the fear of being shown up and embarrassed:

….and I think you know if there was someone in the class you liked you were going to get embarrassed in front of them if you did something stupid.

**Self Image and Body Image**
Both participants discussed image recognizing that body image impacted on self image. Body image was an issue for both participants. Participant A specifically referred to body image by describing swimming and how changing into togs reflected on girls and their body image and participant B described changing in general.

….yeah lots of girls don’t like swimming cause everyone can see like you’re in togs and everyone can see what you look like.

Girls don’t like being in togs and some for the boys some boys don’t like it especially if you don’t have like the perfect figure so that’s another stress.

….be careful not to let anyone see you and so you were always popping things under this and all that kind of thing and that just made it awkward in that sense as well and then oh looking cool in your PE gear as well.

Participant B referred to the ‘cool image’ and provided examples in several contexts. ‘Cool Image’ related to self concept, body image, clothing and the ability to perform successfully in front of others
I think when it became too because we were in the fourth form you know the cool image thing when it came to doing something when you were up there by yourself and everyone was watching like say you were playing something like things like OK like baseball or something and your turn to bat whatever and then you just mess it up you start to feel like a real fool.

I felt less confident if I didn’t think I looked a certain way I don’t know I mean we had a uniform it was green shorts an a white T shirt but I don’t know it just um depending on the type because there wasn’t a certain kind of green shorts and there wasn’t a certain type it just had to be plain but then some were baggy ones and some were tight ones it was just I think it just maybe if you didn’t feel comfortable in what you were wearing you became less confident well I did anyway personally I don’t know but yeah that kind of thing.

....it’s kind of like you know cool image and if you come in last and if you feel like a loser then it’s a bit of a thing ....

It was evident that these participants weren’t just talking about the cool look but also related ‘cool image’ to what they did and how they responded in certain situations.

....but it’s funny I mean by the time I was out of sixth form you sort it out but it was just in those initial high school years it was just kind of like don’t mess with the cool people.

The participants were asked to describe a cool image and to identify where they learnt about ‘cool image’:

SLIM, TALL and TANNED

Girls don’t like being in togs and same for the boys some boys don’t like it especially if you don’t have like the perfect figure so that’s another stress.
Participant B acknowledged that while image caused many young people stress and impacted on attitudes to participate it is something that changes over time and as young adults it is something they feel more equipped to deal with.

I'm older I'm sort of over the whole sort of image thing.

But I notice my sister cause she's in the fourth form and it's a big image thing for her it's like oh get over it.

Teachers
The general impression from these two participants was that their teachers did not appear to have much impact. Participants remembered inconsistencies associated with expectation and the lack support they received from their teachers.

The teacher didn’t mind if I sat out but chose not to do it they wouldn’t mind and that kind of thing but other things they were like oh you know you have to do it.

....he wasn’t a very popular teacher and like he was like he had no sympathy for people and he wouldn’t like he wouldn’t I don’t know he was really abrupt and like come on you can do better.

Participant A felt that one particular teacher picked on the girls and expected them to perform as well as the boys.

....he sort of picked on the girls for slacking about.

Guys were more like into whatever we were doing and if you worked up to just like the level he'd be like you can do better than that even though you might not be able to sort of thing.
Both participants felt that they were not given enough instruction on how to perform a skill and were expected to perform without instruction or practice. When the participants were asked what they would expect from teachers they said:

.....talk to the individual more and not just line up in a line and you do it ....

.....and maybe they could tell you what areas you are doing something wrong.

.....a bit of positive, reinforce like that was nearly right

.....more practice of the basics and um just like getting my basic skills like confident so I can like build on them.

Put people of the same level together.

The hidden messages students gleaned from their teachers influenced attitude and behaviour. Participant B acknowledged that her teachers obviously enjoyed teaching physical education but did not offer much assistance for the students who did not enjoy physical education

The teacher didn’t mind if I sat out.

It was evident in talking with the participants that a teacher’s attitude can influence the attitudes of students. Participant A described an incident with two teachers that impacted negatively on team spirit:

I remember student teachers and they were like fighting all the time so I didn’t like them, they were just kind of scatty sort of thing and so it got like all our team fighting and stuff.
Participant B however described a motivational teacher who created a different kind of atmosphere. It was reflected positively in the way the student participated and continued to participate by choice:

....when I was younger I was very, very good and she was a very good teacher and I think she was more motivational I changed teachers and like yearh I just didn’t do so well anymore and she was kind of I don’t know it was just a different kind of atmosphere with her and I think it just changed it for me and I mean I still enjoyed it and I enjoyed it more when I was younger.

**Significant Others**

Both participants acknowledged the influence of 'significant others' when asked about people who had supported them in physical education or sport either at school or outside school. Participants described people who had positively supported them either directly or indirectly. This section was characterized by three distinct groups.

- Mothers

Both participants acknowledged the support provided for them by their mothers, as young children and as young adults. Mothers supplied the support and motivation that was not provided at school:

I’m not very good at gymnastics and so it was like hell for me trying to do things and like I don’t know my Mum supported me like I’d practice at home.

I think I wanted to do tap dancing, I don’t know how it came up and she was just like you know sort of ran around seeing what she could find out.

We did lots of things as kids I mean I did swimming lessons and that kind of thing and then Mum would take us on different stuff like that.
My Mum would try and motivate me.

Dance and netball were the activities that these participants were involved in outside school and they both described memories of influential people during that time.

- Coaches and Instructors Outside School
Participant A described two very different examples one of which was a motivational dance teacher (summarised in a previous quote), and the extreme was the impact of coaches who could not agree and how that was reflected in the attitudes of the players (summarised previously).

- Friends
Participant B related to her friends in almost all discussion associated with social netball outside school. It was the friends that provided the inspiration to play and these friends that controlled the attitudes towards the game.

…it was just like all your friends and it was like oh lets make a netball team sort of thing ….
Discussion

The following section will discuss the key findings from this study. It will analyse how the findings have influenced the attitudes of primary pre-service teachers and how these findings have affected the socialisation into the pre-service primary physical education course for these pre-service teachers. Implications for primary physical education/teacher education (PETE) will be outlined.

It is recognised, by researchers in this field, that primary pre-service teachers bring to their study a history of experiences that have contributed to their attitudes, values and beliefs about physical education and teacher education (Pajares, 1992). This is consistent with the findings in this study, with previous experience forming the basis of the six categories selected for discussion.

While this study is specific to primary pre-service teachers many of the experiences contributing to their current attitudes have been associated with both primary and secondary school experiences in physical education. The results from this study suggested that the two participants with less interest in physical education constructed their impressions around some of their less than positive and unenjoyable previous experiences in school physical education, and sport. Matanin and Collier (2003) suggest core beliefs are the strongest ones, acquired early in life and most resistant to change.

Within the primary sector teachers are required to teach in the seven learning areas, meaning teachers could be teaching outside their comfort zone in some areas. As this research indicates, for some young teachers that area is physical education. Bain (1990) indicates that occupational choice involves comparing one’s abilities, interests, and aspirations with the perceived requirements of a field and occupations tend to attract recruits who share certain characteristics. Results of this study have indicated that occupational choice can also be determined and deterred based on the lack of interest and ability in a field. The findings that follow represent an example of how less than positive experiences have influenced the current attitudes, and
socialisation into physical education, of two primary pre-service teachers. Data from this study has been categorised into six sections.

- Previous Experience related to the Learning Environment and Curriculum Content
  This category was the basis for all discussion obtained through interviews with participants in this study. This category has been identified as the first category because when analysed direct links were found to each of the other categories as outlined in the discussion. This category relates to the learning environment and refers more specifically to changing rooms, clothing and curriculum content.

- Perceptions of Ability
  This category is influenced the attitudes of participants in this study. It outlines the factors that contribute to 'a less than competent perception of ability', investigating Competence Motivation Theory (Harter, 1981) and the notion of Self Efficacy (Bandura, 1986). This category provides some discussion related to competence/skillfulness, confidence, motivation, and attitude and investigates how training teachers have concluded that they are not competent in physical education.

- Gender
  This category provides discussion around gender as a social construction. It investigates the impact of masculinity and femininity on physical education in a coeducational class setting, and outlines the impact of the Hidden Curriculum (Balboa, 1993; Bain, 1975).

- The Teacher
  This category related more specifically to participants experiences at high school and was limited by the fact that participants had experienced only male teachers. This category relates closely to the gender category and outlines the impact of teacher attitude on student performance, the notion of feedback (Schmidt, 1991; Hellison & Templin (1991), and the importance of the pedagogical skills of the teacher as a role model (Shulman, 1987).
• Significant Others
This category will identifies other 'significant people' who have contributed to the developing attitudes of training teachers and will investigate, more specifically, the impact of mothers and coaches as influential people.

• Body Image and Self Image
This category relates more specifically to the gender category but warrents separate discussion due to the impact of the media on body image.

The six sections are of equal importance and while they have been identified as separate categories it is clear that when analysed there was a definite relationship and over-lapping between categories.

An outline of each of the categories is as follows:

**Previous Experiences related to the Learning Environment and Curriculum Content**
The two participants in this study indicated that 'less than positive' previous experiences influence the developing attitudes of young people. One participant said

There’s more bad experiences in physical education than good experiences so that um kind of just gives me a kind of negative image of physical education rather than a positive image.

Results revealed a variety of experiences and while a number of the previous experiences acknowledged by the participants have been linked to other sections, within this report, a significant point worthy of discussion was the impact the learning environment had on developing attitudes. References in this section relate more specifically to the experiences of students in schools but have been used as a foundation for discussion related to students as training teachers, and their previous experiences. Participants discussed their discomfort with having to get changed for physical education and described their impressions of the changing rooms. The physical characteristics of the changing rooms were described in depth and the
emotions and less than positive feelings associated with being in these rooms were clear. One participant said

...a sad thing was getting changed because we had the most freezing cold changing rooms, it was just absolutely freezing and it was just awful and we had to like turn on the showers and we'd turn them on to hot and so that the steam would heat up the room. That was the only way we could get warmth in there otherwise it was so bad and then they were just really gross and so I just hated getting changed and stuff as well.

Clothing or changing clothes for physical education is suggested by Luke and Sinclair (1991) and Rice (1988) as a concern for many young people. Participants describe not only the changing rooms as a problem but discussed the implications of participating and having to go onto their next class feeling uncomfortable, sweaty and hot. One participant said

I just hated getting changed, it was just a hassle like just the whole environment of it all just like the idea of having to get changed and stuff it just became for me just a hassle. I hated doing it I got sick of doing it and that was like the biggest thing I was like ohhh I can't be bothered because then you've got to run around for a bit and then you've got to get changed back and it was like it was also um you'd often have it first period where you've been running around and then you've got to get changed back into your uniform and you feel all sweaty and gross and you've got to go to second period and you've got to sit in the classroom for another hour.

Another experience participants listed as a contributing factor to developing attitudes was the type of activity they were required to participate in. Curriculum or what is taught was found by Luke and Sinclair (1991) to be the most influential factor in determining positive and negative attitudes of high school boys and girls in the physical education class. Participants in this study were very clear about two factors
associated with content. The first factor related to the competitive nature of some particular kind of activity. One female participant said “I’m not a hugely competitive person so yeah being a real competitive sport wasn’t really enjoyable for me so I didn’t really enjoy it”. Carlson (1998) identified the competitive nature of the class as a deterrent to participation and enjoyment. Talbot (1993) acknowledges that rights of girls and boys access to a range of curricular physical activities are limited by practices but suggests some of these limitations were intended to protect girls.

The second factor from participants in this study related to team sports and how team sports were much less intrusive than individual sports. One participant said

    …if its something like unihoc, that kind of game where everyone is involved and the balls just going around and everyone’s just having a turn and its just kind of relaxed its not so bad.

Another participant acknowledged that she played netball all the way through high school and when asked why netball was different to all the other activities that she had said contributed to her dislike in physical education she replied,

    …because you belong to a team, maybe its not single and if you win you win for the whole team and if you shoot a goal it’s for the team.

Participants acknowledged that they were happier playing team games and being involved in team activities because they were not isolated and their lack of skill was not as obvious to others. This is consistent with the 2002 National Education Monitoring Report - Health and Physical Education Assessment Results (Ministry of Education, 2003) where class games and doing things in teams were the two most preferred methods of doing physical education activities. However participants almost contradict themselves by talking about the pressure to perform in some team sports. One participant explained how she felt when she lined up for her bat when playing softball, “I think when you have the pressure on you to do something its kind
of like yeah especially when you know you’re not very good it just makes you feel
real nervous like I used to get nervous waiting for my turn”. Another participant
said “swimming days were really bad because swimming was another one where you
could see the front people and the back”. The same participant explained her
feelings about running saying

I didn’t like coming last like if I was near the end you’d feel like everyone
was watching you and I don’t know you just especially like when you do it in
front of the whole school.

This is consistent with the research of and Tannehill and Zakrajsek girls (cited in
Silverman & Ennis, p.69) and Luke and Sinclair (1991) who reported that running
was the most frequently cited activity disliked by middle and high school boys and.
Participants in this study also mentioned both boredom and the continual effects of
what they thought was meaningless activity. One participant said “athletics just got
tedious and boring’ and she’d been doing it ever since she was at primary school.
Research supports the fact that students form feelings and subsequently attitudes
based on these kinds of experiences (Carlson, 1993; Silverman & Ennis, 1996;
Tinning & Fitz Clarence, 1992) and these kind of experiences can contribute to what
Carlson (1998) describes as the term alienation, a persistent negative feeling that
some students associate with actively aversive or insufficiently meaningful situations
in the gymnasium setting.

Participants in this study acknowledged a number of activities that they did not enjoy
such as, fitness testing, cross country running, softball, swimming, gymnastics and
athletics but they also acknowledged the activities they did enjoy such as dancing,
netball, unihoc and minor games. While these participants stated clearly that they
did not enjoy physical education there were some definite activities that they did
enjoy and were involved in, not only at school, but at also at a club level outside
school which means their perception of physical education was constructed on some
aspects of physical education alone. This is reinforced in the 2002 National
Perceptions of Ability
The evidence from this study would indicate that participants’ perceptions of their ability to perform certainly influenced their attitudes to want to participate. This finding is consistent with Carlson’s (1998) study where data suggested that physical ability and perceived physical competence did contribute to most students’ enjoyment of the subject. Participants in this study tended to form their perceptions about their own ability in comparison with their peers. If they felt they could not perform to the same level they did not perceive themselves to be competent, at not only that task, but the entirety of physical education. One participant said;

….no well I’m not very good at gymnastics and so it was like hell for me trying to do things and I would just used to line up and when it was nearly got to my go I’d just go to the back of the line again.

It was evident that a student’s motivation (Harter, 1981), attitude to want to participate, and lack of self efficacy (Bandura, 1986), was affected by their perceived confidence. Both participants described situations when they went to the back of the line, made excuses or stayed in the changing sheds because they did not feel they could do the activities very well. This is reinforced by Bandura (1986), Carlson (1993), Ennis (2000) and Portman (1993), and, who all suggest that when self-efficacy is low chances are high that individuals will withdraw to avoid challenge and perhaps embarrassment. The lack of self-efficacy is demonstrated in the individual’s attitude and this was evident in the data as both participants described how they tended to react when asked to participate in something they were not confident about.
While the results indicated that self-efficacy formed a very strong basis to the level of participation the participants in this study did describe some particular aspects of physical education that they enjoyed.

Things like fun little games were quite enjoyable

However, overall they described their attitude towards the whole of physical education as poor. It would seem that for some students the attitude to want to participate was not necessarily formed from the experiences they gained from the physical education programmes at school but could very well have been influenced by other associated interactions with extra curricular, ‘after school’ sport and physical activity in either, in school, or out of school experiences.

It is evident that participants in this study categorised the skilled people in a certain way. They saw these people as, not only skilled but confident and popular. While they indicated that they did not enjoy physical education they have acknowledged that they like what they saw in the skilled or successful people. Participant A referred to the popularity, skill and confidence of dancers they see in the media;

...cause you want to be like them and dance like them....um...and like you just I don't know at the time you would have liked what they're doing and you want to do the same thing because they're popular and have confidence and they look good.

Although this study did not ask participants to provide a description of physical education, it was clear that participants had categorised it in a certain way. It was clear that perceptions of ability were formed on a limited understanding of the knowledge base of physical education because when asked if they enjoyed physical education they replied by saying ‘no’ but later discussed how much they enjoyed dance and netball. Participants made comments like “I’m not a sporty kind of
person" that were underpinned with an assumption about what physical education consisted of.

**Gender**
For the purpose of this study the term ‘gender’ has been viewed as a social issue, focusing on the social construction of gender from the female participants perspectives. It was evident that participants saw the gender issue as a problem and were very clear about masculine behaviour. One participant said

> We were playing indoor cricket and the guys would just beat the ball and I was just like it would be so scary like people were getting hit and bruised and I was not enjoying that.

> …it might relate to their strength like since they can …like if they throw a ball really hard and it could hurt and whatever.

But their knowledge about how masculine behaviour impacted on their ability to learn was limited. This is supported by Kirk and Tinning (1990) who suggest that students have trouble seeing the relevance of critical knowledge in physical education and fail to see the impact of social inequalities. Participants believed that the boys were better at physical education and sport. One participant stated, “I was a bit intimidated by the boys because they are stronger and could hurt me”. Another participant suggested that boys took over because they enjoyed physical education stating “Sometimes with the guys they’d just take over because they often really enjoyed playing and so they’d just get involved”.

Talbot (1993) investigates the manifestation of these inequalities and suggests that educators could be contributors to the problem stating that while teachers of physical education may claim that they espouse equality of opportunity for all children, their teaching behaviours and practices reveal entrenched sex stereotyping, based on ‘common-sense’ notions about what is suitable for girls and boys, both in single-sex
and mixed-sex groups and schools. However the gender issues lies within the depths of a substantial culture created around physical education and sport, to which teachers contribute.

Based on the findings of this study it is evident that the nature of co-educational classes could have contributed to the level of confidence and/or lack of ability of some female participants. It was evident that patterns of interaction among students, and between students and teachers, was influenced by the complexity of gender.

Maybe I was a bit intimidated by the boys and stuff like that

Ronholt (2002) suggests gender relations are always visible in co-educational classrooms, but in physical education where body actions have a dominant role in the learning processes this issue could be further explored. Griffin (cited in Kirk & Tinning, 1996) examined co-educational school physical education and classified the patterns of student participation. Griffin (1985) revealed considerable variation in participation both within and between sexes and stated that participation style seemed to be affected by the nature of the activity, personal characteristics such as size and skill and the reactions of other students. In relating back to the notion of self efficacy it is clear that there is a lack of confidence in activities perceived by individuals as gender inappropriate (Salmon, Lee, Belcher, Harrison & Wells, 2003). Williams (1982) found that girls thought more highly of the aesthetic values as compared to boys and while the structure and philosophical bases of physical education has changed the data from that study reveals the same patterns as the data collected for this study almost 25 years later. Discussion with the female participants in this study was dominated by the description of the way in which they were expected to interact with male students. It was evident that in some activities male students did dominate, and affected the level, and way that female students participated. As previously outlined males were seen to be stronger and rough and left female students with a fear of being hurt.
These perceptions that participants hold have been reinforced by societal views that some sports have been characterized with masculine qualities and some sports have been characterized with feminine qualities (Balboa, 1997). While participants in this study did not explicitly identify activities as masculine or feminine they were quite clear about the strength and power that males exhibited.

Another interesting point was that female participants constructed their perceptions on physical ability, and related that to their social abilities and overall perception of them as successful participants in physical education. Wright (1995) investigated the notion that women are not as strong, powerful, exciting, fast, or aggressive as men; therefore they are weaker/inferior not only in biological terms but also in social terms. Wright acknowledged that boys’ preferences for rough and tumble games like football and their apparent desire to display daring vaults over the box are taken for granted as natural whereas girls’ preferences for, and superior performances in, dance and expressive activities and their apparent reticence to participate in physical education is attributed to their natural passivity and lack of aggressiveness and competitive spirit. One participant described the way in her teacher treated her and felt that he picked on her. She said “he just sort of picked on the girls for just slacking about. She felt that if the girls did not measure up to the boys they were seen as slacking about. She said,

Guys were more like into like whatever we were doing and if you worked up to just like the level he’d be like you can do better than that even though you might not be able to sort of thing.

Another participant in this study felt that she was expected to perform to the level of the boys. It would appear that the males’ performance in physical education provided a bench mark for acceptable performance for, not only female students, but the male students who did not meet the standard benchmarked by other male students. However this differs from the research that suggests that teachers do make assumptions about male and female performance and that resultant teaching
behaviours reveal definite stereotypical patterns to do with not expecting too much from girls (Balboa, 1993 & Talbot, 1993).

It is evident that the underlying messages associated with masculine and feminine sport or physical activity are contributing factors to developing attitudes towards physical education for some female students. Balboa (1993), Kirk (1992) & Bain (1975, 1985) suggest that the hidden curriculum impacts on values, experiences, and practices as teachers, and as students, affecting the learning process. As a result of these messages girls are becoming more withdrawn when confronted with a coeducational situation. This is supported by Mason, Milosevic, & Lirgg (cited in Laker, 2003) who report that previous studies comparing girls and boys attitudes towards physical education have found that girls are less likely to enjoy mixed physical education classes than boys with girls are sacrificing their involvement for fear of failure, humiliation and embarrassment. These experiences associated with coeducational practice have contributed to the attitudes that training teachers have developed over time. Balboa (1993) has stated his views on the hidden curriculum by describing the impact that messages evolving from the hidden curriculum have on impressionable minds and ultimately influences roles in, and assumptions about society. This raises questions such as;

- Are these messages influencing the minds of female physical education teachers?
- What impact do these messages have on the teaching practice of physical education teachers?

Young female training teachers of today are describing the masculine culture of physical education and reinforcing what Drinkwater and Gilroy and Clark (cited in Laker, 2003) and are saying, that girls remain locked into the traditional and stereotypical notions of femininity and physicality and change associated with the implicit and explicit culture of physical education needs to occur. Balboa (1993) suggests that current practices in physical education inculcate a particular set of
values that frame thinking about ourselves, others and the world, and that we must address the hegemonic idealologies of femininity and masculinity, questioning and transforming the practices of physical education so as to contribute to a more just and equal society. And in looking to the future, Laker (2003) suggests that while biological sex is usually fixed, masculinity and femininity are constructs of a particular culture or society and may therefore be open to change. This is change that could be implemented in physical education/teacher education (PETE).

**Teachers**

It is possible to suggest that students who did not enjoy physical education, at school, did not have a positive impression of their physical education teacher. In synthesizing the data for this study it was evident that impressions of teachers were gained by the explicit way teachers would communicate with students and by the implicit messages students gleaned from the way their teachers managed their classes. One participant described her teacher as “unpopular who had no sympathy for people”. Many studies have accumulated very similar and clearly defined results when looking at the explicit qualities of the physical education teacher (Chalmers, 1992; Luke & Sinclair 1991; Rice 1988; Scully & Clarke 1997, cited in Kremer, Trew & Ogle 1997; Silverman & Ennis, 1996). Chalmers (1992) noted that students responded to encouragement, support and praise, which improved their self-concept and motivated them to lift their level of participation. Luke and Sinclair (1991) suggested both male and female students respected teachers who had high expectations, were focused on learning providing 'more than a play' classes, were sensitive and cared about their students, encouraged students with lower ability and did not force people to run if they are feeling unwell. Chalmers (1992) research was conducted with groups of students from both co ed and single sex schools and no apparent difference was noted in the way students outlined the qualities of a good teacher but Scully and Clarke (1997) found that girls ranked the importance of the physical education teacher higher than boys.
Matanin and Collier (2003) acknowledged that all training teachers, upon entering teacher education programmes suggested a common characteristic of a good physical educator was being a good role model. A common theme that emerged from the role model category was that good teachers should be compassionate and good. Rice (cited in Silverman & Ennis) also reported that 73% of the high school students considered their physical education teachers to be good role models but it seems that the term ‘role model’ was not always clear. Participants in this study acknowledged the need for similar characteristics in a good physical education teacher suggesting teachers should:

...talk to the individual more and not just say line up in a line and you do it.

Maybe teachers could tell you what areas you are doing something wrong.

Give a bit of positive, reinforcement like ...that was nearly right.

Put people of the same level together.

Provide more practice of the basics and um just like getting my basic skills like confident so I can like build on them.

Participants stated the need for teachers to provide positive reinforcement and information about the performance of skills and what they were doing wrong. Feedback is an essential aspect of the learning process allowing students to reflect on performance and practice with specific guidance. It can be argued that large class sizes and minimal time impact on a teachers ability to provide effective corrective feedback for all students. Hellison and Templin (1991) suggest that there are some teaching methodologies that allow the teacher more time in a class to observe, interact with students, and provide feedback, such as Guided Discovery and Divergent Teaching from Mosston’s Spectrum of Teaching Styles (Mosston &
Ashworth, 1994). These two styles of teaching are from the learner centered end of the continuum which means during the lesson there is less formal leadership from the teacher and more time to provide individuals with the extrinsic feedback required. Schmidt (1991) outlines the importance of feedback described as ‘any kind of sensory information about the movement’ and suggests that feedback can be further divided into two main categories (p.228). Intrinsic feedback relates to any information obtained as a natural consequence of making an action while extrinsic feedback is fed back to the learner intentionally by the teacher. Extrinsic or augmented feedback is fed back to the learner after a movement/prior to the next movement and as Schmidt (1991) suggests is critical for movement planning (p.229). Participant A suggested;

Maybe they could tell you like why, what areas you are doing something wrong

You should try and do this for next time

Chalmers (1992) agrees stating how important it is that teachers know their students well and that students need to be set standards of participation and performance that are appropriate to their ability.

Not as obvious but perhaps more powerful is the complexity of the implicit messages, ‘Hidden Curriculum’ (Bain, 1975, Balboa, 1993; Kirk, 1992;) students glean from their teachers. Female participants in this study acknowledged some of the implicit messages they gleaned from their male teachers. One participant said “the teacher didn’t mind if we sat out’. In discussing this further it was clear that it was just the girls that were permitted to sit out. Chalmers (1992) found that teachers should insist on participation in physical education, although a few felt that alternatives should be provided for students who were averse to particular activities.

While it is evident that the teachers’ attitudes and behaviours can influence the student attitudes (Chalmers, 1992) it is important to mention that the content of
physical education itself contributes to the effects of the hidden curriculum. Teachers would utilise activities in certain ways that provided a hidden message to the students (Kirk, 1992). One participant said “we used to hide in the toilets and then they’d (the teachers) would come and find us and make us run around the field and that made it worse.” This would suggest the need for the physical educator to be aware of the hidden curriculum that surrounds the contexts of physical education and the need to ensure a sound pedagogical content knowledge is gained. The historical work of Shulman, 1987 brought the issue of teacher knowledge to the forefront of research on teacher effectiveness. He suggests teachers have to have various kinds of knowledge to be successful including general knowledge of students, general pedagogical knowledge, local knowledge, knowledge of the content included in the curriculum and strong pedagogical content knowledge. Rink (cited in Silverman & Ennis, 1996) suggests that while it is necessary for teachers to gain thorough insight into teaching methodologies and pedagogies it is equally important to work on developing a strong content knowledge. Participants in this study felt they were not introduced to topics effectively in terms of skill learning and were not provided the time to practice, or the provided with the feedback necessary for improvement. One participant said “often we would just play around in games we never actually did anything to do with the skills.” Snook (2000) supports the work of Shulman and describes the depth of breadth of knowledge required for teaching as the learned profession. To become an effective teacher, you must also have sufficient knowledge in the subject matter you teach and it has been stated that this remains one of the most perplexing problems in teacher preparation in physical education today due to the overcrowded curriculum in schools and in teacher education institutions (OSullivan, 1996, cited in Siedentop 2000).

**Body Image and Self Image**
Both participants in this study referred to factors relating to body image, and specifically talked about the getting changed aspect of physical education. One participant said “lots of girls don’t like swimming because everyone can see like you’re in togs and everyone can see what you look like.” The same participant
acknowledged that this was an issue for girls and for some boys, stating “girls don’t like being in togs and same for the boys, some boys don’t like it especially if you don’t have like the perfect figure so that’s another stress. Another participant said:

when you get changed you had to be careful not to let anyone see you and you were always popping things under this and all that kind of thing.

Both participants said they were called names and the names specifically related to their bodies and what their bodies looked like. One participant referred to the perfect figure and when asked what she thought the perfect figure was she replied “slim, tall and tanned.” Carlson (1998) refers to the term ‘ideal body’ describing the media as a powerful influence over the ways males and females view their bodies and their role in physical activity.

Another participant referred to ‘the cool people’ and when asked who ‘cool people’ were she replied “the people you look up to.” and this related to other students in the school. Both participants referred to clothing when discussing body image. As mentioned previously togs were an issue but one participant discussed the issues associated with the physical education uniform stating

it makes you feel less confident if you didn’t look a certain way, I don’t know I mean we had a uniform, it was green shorts and a white T shirt but depending on the type because there wasn’t a certain kind of green shorts and there wasn’t a certain type, it just had to be plain. Some were baggy ones and some were tight ones

Luke and Sinclair (1991) stated clothing was identified as a determinant of negative attitudes for both male and female students. Many statements referred to not wanting to change for physical education classes, wearing insufficient clothing for warmth and comfort, or having to conform to a school dress code. One participant said ‘if you weren’t comfortable in what you were wearing you became less confident’. It
was evident in this study that body image associated with, the kind of clothing worn by females, did reflect on self confidence. Carlson (1998) suggests that while the connection between athletic ability and popularity appears to be less substantial for females, appearance is important.

**Significant Others**

Significant others have had a profound impact on participants in this study. Each participant acknowledged a collection of people that had impacted on their involvement in physical education or sport but both acknowledged the support of their mothers as a positive person in their past. One participant explained how her Mum supported her “I was no good at gymnastics and it was like hell for me but my Mum supported me and helped me practice at home.” Another participant explained how her Mum would provide opportunities for them “Mum would take us on different stuff and let us try different things that we liked”. It was interesting to note that participants acknowledged their mothers as significant people but did not discuss their fathers or any other male support people. Belka, Hal, Lawson and Lipnickey (1991) stated that people rated most influential in priority order include father, mother, coaches, and/or teachers, male friends, female friends, and college teachers. While the participants in this study did not feel positive towards physical education they acknowledged that they felt more positive towards those particular aspects of physical education that they had been supported in. Both participants had been involved in physical activity outside school and both participants acknowledged either a coach or a friend as a support person. It was these activities that participants engaged in outside school that they enjoyed and participated in during physical education classes at school.
Implications for PETE, physical education/teacher education

The findings from this study hold several implications for the implementation of pre-service physical education/teacher education (PETE) courses. From a synthesis of the six main points discussed in this report four implications for physical education/teacher education (PETE) have been suggested. They related to;

1. The Epistemological and Pedagogical Base of Physical Education
2. The Teacher as a role model
3. Challenging Beliefs and Attitudes
4. The Learning Environment

These implications have been linked to the literature associated with the ‘socialisation into physical education’. The literature has provided a foundation for the description, and analysis, of developing attitudes, beliefs and values around physical education and sport. The initial phase of the socialisation process has been more relevant to this study where the focus has been primarily on the participants involvement in physical education, and sport, prior to entering teacher education (Bain, 1990; Templin & Schemp, 1989). The implications from this study impact on how the socialisation process will continue for these pre-service teachers.

The Epistemological and Pedagogical Base of Physical Education

The participants in this study emphasised the importance of the teacher’s knowledge in physical education, and that meant a number of things. These have been categorised into three sections based on Shulmans (1987) work on the ‘Knowledge Base of Teaching’. Teachers need to;

- confidently demonstrate their knowledge in their subject area *(Content Knowledge)*
- demonstrate *pedagogical content knowledge* by utilising the appropriate teaching methods for specific contexts
• underpin their lessons with strong curriculum knowledge demonstrating developmentally appropriate content and programmes at each level *Curriculum Knowledge.*

Participants in this study said that teachers must be able to provide effectively sequenced lessons including enough practice time, and effective feedback for them to achieve the desired outcomes. Participants also questioned the structure of their school physical education courses, and contexts provided, and said they would have benefited by being provided with a choice of activities. This is supported by the 2002 National Education Monitoring Report - Health and Physical Education Assessment Report (Ministry of Education, 2003) that illustrates the differences between year 4 and year 8 interest in a variety of content areas by identifying lower enthusiasm of year 8 student’s for swimming, gymnastics and dance and higher enthusiasm for ball activities (Ministry of Education, 1999, p.64).

Wright (2001) suggests that changes in and the future of physical education should aim to provide classes where students feel safe, are respected, and are given opportunities to learn meaningful things in a relevant way. This is reinforced by the 2002 National Education Monitoring Report - Health and Physical Education Assessment Report (Ministry of Education, 2003) that states student’s are influenced and shaped by the choice of content and suitability of resources used by the teacher. Students were provided with six methods of teaching physical education and were asked to tick the three methods they liked the most. There was good spread across all six methods indicating that this particular group of individuals liked the variety and choice (Ministry of Education, 1999, p.64). This is no different for the pre-service learning environment for primary pre-service teachers, as outlined by participants in this study.

Therefore the implications for physical education/teacher education (Pete) are to consider, challenge and debate the pedagogy of physical education and build a very sound course around the most important aspects of pedagogical content knowledge in
physical education. Ronholt (2002) uses gender relations as an example but states that different discourses of physical education should be part of the physical education teacher's knowledge in order to critically reflect and react pedagogically in an educational situation (p.34). It is in the classes for physical education/teacher education (PETE) that primary pre-service teachers' experiences must be positive, as highlighted previously. To educate competent primary teachers in physical education, time must be available to:

- provide appropriate learning opportunities for individuals based on, or considering, their prior knowledge and prior experience (Rink cited in Silverman & Ennis, 1996).
- challenge existing beliefs and attitudes towards physical education (Ennis, cited in Silverman & Ennis, 1996).
- provide time to practice the skills necessary to be a competent and effective physical education teacher (Rink, cited in Silverman & Ennis, 1996).

The Teacher
It was evident in discussion with participants from this study that teachers contributed to the students lasting impressions of physical education. The implicit and explicit messages provided by the teacher contributed to the students' attitude, competence and confidence towards physical education. The 2002 National Education Monitoring Report - Health and Physical Education Assessment Results (Ministry of Education, 2003) showed that 30% of year 4 students and 31% of year 8 students did not know how good their teacher thought they were at physical education. Effective teacher/student interactions enhance motivation, competence and confidence in ability. Hellison and Templin (1991) and Schmidt (1991) outline the significance of extrinsic corrective feedback recognising that it is additional to intrinsic feedback. Feedback is an essential part of the learning process and should be planned into a lesson as a process of learning. Extrinsic feedback can be provided through comment, video tape, game film etc but is as Hellison and Templin (1991)
suggest, corrective feedback is only effective if it is specific by helping them to understand what they are doing right or wrong.

It was evident that messages students gleaned from their teachers influenced not only attitude but subsequent behaviour, for example withdrawing from activity and this underpins the current attitudes and behaviours pre-service teachers bring to their studies today. Implications for physical education/teacher education (PETE) are that primary pre-service teachers need to:

- acquire knowledge about their status as a role model and need to be provided with the opportunities to develop the necessary skills to manage their status as a role model
- to be provided with a comprehensive component of communication skills including intra and inter personal skills, and knowledge about effective feedback (Hellison & Templin, 1991; Schmidt, 1991).
- make use of the teaching methodologies that allow time to observe and provide feedback to individuals such as Guided Discovery, Inclusion and Convergent and Divergent Teaching Styles (Mosston cited in Hellison & Templin, 1991).
- acquire knowledge about the implicit and explicit nature of the hidden curriculum (Kirk, 1992; Bain, 1990) and how it can impact on student/teacher interaction and learning in physical education.

As Chalmers (1992) suggests teacher’s are a major influence on students, enjoyment and are powerful socialising agents who need to examine their behaviour carefully. The 2002 National Education Monitoring Report - Health and Physical Education Assessment Results (Ministry of Education, 2003) state “student’s achievements in physical education are enhanced through expectation and support by significant people and that student’s are influenced and shaped by the quality and style of curriculum delivery” (Ministry of Education, 1999, p 62).
Challenging Beliefs and Attitudes
This study specifically relates to students who openly admit they have a less than positive attitude towards physical education. While the 2002 National Education Monitoring Report - Health and Physical Education Assessment Results (Ministry of Education, 2003) state 67% of year 4 children and 69% of year 8 children rank physical education as one of their two most favourite subjects Carlson (1995) and Rice (1988) suggest approximately 20% of students do not enjoy physical education at school and it can be seen by the results of this study that some of those students choose primary teacher education as a career. Participants in this study acknowledged their attitude to physical education as poor and outlined one of the reasons for poor attitude as their confidence and competence as skilled performers, related previously in this study to confidence motivation theory (Harter, 1981) and self efficacy (Bandura, 1986). Therefore an implication for physical education/teacher education (PETE) is that pre-service teachers will need to be provided with opportunities to challenge their existing memories and less than positive experiences from the past, in order to build on their own qualities as competent, inspirational teachers of physical education. If pre-service teachers do not get these opportunities it is likely that a number of pre-service teachers will come to college, go through the process of attending classes in physical education, and go back out into schools less than confident physical education teachers, uninspired, and less than likely to provide an effective physical education programme.

The Learning Environment
This section is a synthesis of the three sections outlined above because the teacher contributes to the creation and maintenance of the leaning environment. As Rink students (Cited in Siedentop and Tannehill, 2000) suggests, effective teachers create and sustain a total learning environment for their. Participants in this study described the learning environment in a number of ways which have been categorised as three interconnected aspects of the learning environment:

- physical characteristics
(cold changing rooms, smelly changing rooms, dirty changing rooms, large open gymnasiums, cold gymnasiums, poor weather conditions)

- social characteristics
  (unsupportive peers, inequality for males and females, competitive nature of activities)

- emotional characteristics of the learning environment
  (teacher directed teaching methods, limited feedback by teacher, high expectations by teacher and fear of failure for students, limited choice of activity/content)

Most obvious were the physical characteristics of the learning environment but wrapped up in the hidden culture of the physical education lesson were the social characteristics outlined by participants as interactions, for example,

- the students and the teacher,
- the boys and the girls and,
- the skilled people and the unskilled people,
- the cool people and those who were not.

The emotional characteristics of the learning environment were outlined by students describing the need for the environment to be one in which they could could relax. Therefore the implications for physical education/teacher education (PETE) are that time needs to be allocated within the course to discuss aspects of the learning environment and more specifically examine these aspects within the learning environment in terms of the hidden curriculum and the movement culture (Bain, 1990; Balboa, 1997). This means identifying and debating different discourses in physical education and examining the meaning they have for the teaching and learning process (Ronholt, 2002). Solmon, Lee, Belcher, Harrison and Wells (2003) suggest the importance of making learning activities in physical education meaningful for all students and suggest that practitioners should consider this for a variety of physical activity settings, helping students to make connections between content and their everyday life.
Limitations

- The initial limitation of this study was, finding the training teachers that were prepared to acknowledge that they did not have a positive attitude towards physical education. Students may have felt uncomfortable about disclosing their attitudes to a teacher educator, in particular a physical education lecturer. The initial survey in this study supported previous research that the majority of high school students enjoy, and have positive attitudes, towards physical education (Rice, 1988) and this was evident when trying to find a sample of students who indicated less than positive attitudes towards physical education. The number of student teachers that indicated that they had less than positive attitudes towards physical education was minimal.

- Small numbers in the sample size meant the researcher was unable to generalise the results for all training teachers

- The design of the original survey was a limiting factor. By providing the neutral category it meant that students could submit their forms without making a significant response. This would have been appropriate if a greater number of training teachers had indicated a less than positive response but that kind of response was minimal which meant those who submitted a neutral response had to be contacted. The limiting factor is that a second interaction with participants may have influenced their response.

- The sample of two female training teachers in the 20 – 25 age category was limiting because it did not allow the researcher to make comparisons with male and female perspectives or between various age groups. An additional limitation was that both training teachers discussed their experiences, and described issues with male teachers only, resulting in a narrow and un-comparable view of students developing attitudes.
• The interview technique of an inexperienced researcher was a limiting factor. Expansion on participants responses, and guiding the participants, was necessary and would have allowed the researcher to gain more insight into the issues. Case studies may have been a more appropriate method for this kind of study.

• A limitation of this study is that it does not explore the term ‘role model’ in depth and does not outline a clear definition of the term ‘role model’.

Conclusion
In this paper I have identified some of the prior experiences that have contributed to forming attitudes towards physical education for first year primary pre-service teachers. There were distinct aspects, through previously obtained implicit and explicit experience that contributed to forming the participants current attitudes towards physical education. The prior experiences related to both in school and out of school experiences through physical education and sport and impacted on these pre-service teachers in a less than positive way. These experiences were categorised into common themes.

These common themes were embedded into the initial phase of the socialization process for these pre-service teachers. The initial phase of the socialization process is recognised in the literature as having utmost importance as it is in this phase that beliefs and values are established and training teachers begin to enhance their ideas about physical education and sport, by building on their own experiences.

The two pre-service teachers involved in this study acknowledge the impact that less than positive previous experience has had on their attitudes towards their personal involvement in physical education. They were able to articulate the importance of physical education and the value of physical education as one of the seven learning areas in the New Zealand Curriculum but they also recognised their lack confidence and perceived competence as teachers of physical education.
The challenge for physical education/teacher education (PETE) is to provide an opportunity for all pre-service primary teachers to leave their pre-service education with a genuine interest in physical education and sport by;

- providing opportunities for pre-service teachers to develop a good understanding of the epistemological and pedagogical base of physical education and sport;
- challenging existing beliefs and attitudes pre-service teachers bring to their studies
- providing a learning environment where critical learning can take place

The individual will bring to the socialisation process their unique attributes and like osmosis varying attitudes towards physical education will only be replicated if the needs of less than confident pre-service teachers are not met. These people will re-enter the educational setting as less than confident primary teachers. When out in schools teaching there is a difference between talking about the value of physical education and sport and empowering students to see that value through the passion and belief a teacher possesses. Pre-service teachers need to leave their course as primary educators with the ability to teach physical education with confidence, competence and a level of passion that will empower students out in schools.
Bibliography


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Appendices

Appendix 1: Sample of Participants Letter
Appendix 2: Sample of Consent Form for Participants
Appendix 3: Semi Structured Interview Schedule
Appendix 4: Survey Sample
Appendix 5: Transcripts of Interviews
Appendix 1
Sample of Participants letter
Title – ‘Experiences that have contributed to forming attitudes towards physical Education’

Jackie Cowan
School of Primary Teacher Education
Christchurch College of Education
PO Box 31 065
CHRISTCHURCH
Ph 343 7780 ex 8134
Email Jackie.Cowan@cce.ac.nz

Dear (Name)

I am a student in the Master of Teaching and Learning degree at the Christchurch College of Education. Ian Culpan (MEd (Cant), BA (Cant), DipEd, DipPE, Dip Tchg), principal lecturer of the Physical Education, Health and Coach Education Centre at the Christchurch College of Education, is providing supervision for this project. In order to carry out this research I am seeking your consent to be interviewed.

The aim of the research is to investigate the prior experiences that have contributed to forming students teachers’ attitudes towards physical education prior to entering college courses. The research will be initiated with a brief survey that can be completed within 5 minutes, followed by individual interviews of up to 60 minutes.

The results of the research will be used for ongoing course development in the School of Primary Teacher Education, Bachelor of Teaching and Learning. It is also anticipated that the results will be used in College and Conference presentations, and in the preparation of articles to be submitted for publication.

All documentation will however be confidential. Data will be stored in a locked filing cabinet and can only be accessed by myself as the researcher, and will be disposed of at the completion of the research. Results from the research will be published but all contributions will remain anonymous. A summary of the research will be made available to all participants a copy will be provided to the Christchurch College of Education. If for any reason you wish to withdraw from the research you can.
If you have any questions or concerns regarding your participation in this study please contact me through the contact details provided. The Christchurch College of Education Ethics Committee has reviewed and approved this study but requires that all participants be informed that if they have any complaint concerning the manner in which a research project is conducted, it may be given to the researcher, or, if an independent person is preferred, to

The Chair  
Ethical Clearance Committee  
Christchurch College of Education  
PO Box 31 065  
Christchurch  
Ph (03) 3482 059

Please sign and return the letter of consent. I will issue you with a survey to be completed and returned, and will contact you if you are required for a further interview. Thank you for agreeing to participate.

Jackie Cowan
Appendix 2
Sample of consent form to be signed by participants
Title – ‘Experiences that have contributed to forming attitudes towards physical education

Consent form for participants

Jackie Cowan, who is the principal researcher, has requested my participation in a research study at this institution. The title of the research is ‘Experiences that have contributed to forming attitudes towards physical education.

The researcher has explained the nature of this research to me, including the purpose of the research and conditions of confidentiality. I understand what will be required of me if I agree to participate.

I understand that my participation is voluntary and I may choose to withdraw at any time.

I agree to complete the survey and return it to the researcher by Friday 16th May.

If I have any questions regarding this research project I will speak to Jackie Cowan as the researcher.

Name __________________________

Signed __________________________

Date __________________________
Appendix 3
Semi structured Interview Schedule

1. Did you enjoy physical education at school? 
   Why/why not?

2. Were you involved in sport at school and/or outside school? 
   If so:
   • what sort of involvement did you have inside or outside school? 
   • why were you involved 
   • was sport different to physical education

3. Do you think your involvement in physical education or sport has contributed to your current attitudes towards physical education? 
   If so in what way?

4. What other experiences have contributed to your current feelings/attitude towards physical education?

5. How have these experiences contributed to your current feelings/attitude towards physical education?

6. What are your feelings about having to study physical education at college?

7. What are your feelings about teaching physical education out in schools?
Primary Physical Education Research Project
Sample Survey

Demographic Information

1. What is your gender? (please tick one)
   - Male
   - Female

2. What is your age? (Please circle relevant one)
   - 18-20
   - 21-25
   - 26-30
   - 31-35
   - 36-40
   - 41-45
   - 46-50
   - 51+

3. In what country have you completed most of your education?
   __________________________________________

4. What schools did you attend? (List schools and years attended on the lines provided)
   School ______________________________________
   Date _______________________________________

Screening Question
What is your interest in physical education? (Tick the continuum in the appropriate place)

Not interested at all   Little interested   Have not thought about it   Interested   Very interested

If you have ticked 'not interested' or 'little interest' please tick the relevant boxes below.

- I don't feel confident with physical skills.
- I don't feel sport and/or physical education are important.
- I had bad experiences in sport and/or physical education as a child.
- I don't know much about sport and/or physical education.
Primary physical education research project
Jackie Cowan TL802

‘Experiences that have contributed to forming attitudes towards physical education’

Interview One

A

- Perceptions of ability
- Intimidated by boys
- Previous experiences and memories
- Role models (positive and negative)
- Body Image

Let's just start off by talking about Physical Education and what you remember. What do you remember doing in Physical Education as a child, at school. Um at primary school I remember doing like folk dancing for Physical education um ............. just like most like sports um cricket, baseball, t ball stuff like that I think yeah Great and when we talked about the um the survey that you did and and where you might indicate on that continuum where you might be you said you'd be just to the other side of the less than interested yip part of that What would that reason be What were some of the things that might have contributed to you saying that? Ugh it's probably because I never thought I was good at it like compared to some other kids like and like I don't know maybe I was a bit intimidated by the boys and stuff like that Why would you say you were intimidated by the boys in particular I can perhaps understand why what's your view of that? Um maybe cause they're stronger and they could hurt me like with a ball or something like that like um I don't know just people um being better than you and sort of things that you don't think you're good at it so sometimes you might not even try cause do you know what I mean Yeah I do and I'm interested in that point like you say they're that for some reason you get this feeling that those people are better than you and it might be because um they have more skills like you just said with the boys being a little bit stronger and more skilled yeah but what others things could it be like what other things kind of told you that and it may or may not be true but it's the impression that you have but what sort of told you that they were better yeah or that you weren't as good as them for example um I don't know I was probably like not as fit as some of the kids in the class so I
don’t know just like they would do like testing and how high you throw the ball and just stuff like that I was I think I was just never I was maybe average but I was just always I was just never as good as like the boys that could throw it far or the really athletic girls and stuff Yeah So was the test its interesting that you talk about testing as well because I guess you do know how well you’re going if they have to test you um but you also mentioned a whole lot of other things like folk dancing and playing sports Are those things your memories of those things different to the memories of the testing? Yeah I like enjoy like folk dancing and playing sport and stuff its nothing like ohh I can’t do that sort of thing So you enjoy that part of it but the testing part wasn’t as good what was the reason for that? No because um it’s like everyone can see it’s not like behind closed doors sort of thing its like everyone can see if you’re good or bad and things like cross country and stuff I dreaded that

What was it about cross country that you dreaded? Cause I wasn’t fit (she laughs) and I’ve got asthma too so that I can’t hardly breath sometimes like used to have I remember athletics day in standard four I had a couple of fits so that wasn’t a nice experience No is that physically because it felt awful or because other people were around? Um it just felt awful like I got taken away and had to go and get a tube stuck down the thing Yeah a bit scary Does that and I imagine it probably does but does that for cross country running for example Yeah you do have to puff and get your heart rate up does that worry you. Does that worry you did that worry you after that point? Did that impact on how you felt about running in cross country Um I just didn’t like it anyway so it might of but not really (she laughs) Yeah What about um you mentioned before being shown up in front of others and perhaps not being as fit as others and obviously with cross country and with testing there was that competition aspect yeah yeah Like how well can you go? How did you feel about that part of it? Um well I didn’t like coming last like if I was near the end you’d feel like everyone was watching you and I don’t know you just especially like when you do it in front of the whole school like I remember at we used to do that but yeah and you’d always go to people oh can you run with me and they’d always like take off or something Why would it have been better? Why would you have liked someone to have run with you? Cause for support sort of thing and just to have like you’re not the only one on show sort of thing so it was probably a confidence sort of thing too Great So what oh confidence because someone else was with you mmmmm that kind of confidence that you weren’t being shown up on your own yeah yeah Yeah I understand
What about the folk dance then because your face sort of lights up a bit when you say folk dance. I’m doing folk dancing at the moment that’s for real (she laughs) How is that different to that competition aspect of cross country that you’ve just discussed? Because like everyone’s doing it together it’s not single and um I don’t know its more like collaborative or whatever like if you’re hitting a ball like a baseball everyone’s watching you sort of thing Right than if you’re folk dancing everyone’s doing the same. I understand yeah and what about some other team games where and you did mention it at the start that you did like doing some team sports, maybe not baseball because you are singled out a bit to do your batting. Can you think of any other sports that you did enjoy, that you had memories of? Um well I play netball all through like at high school and stuff so its not like I am against sport or anything. No but um I don’t know what was the question? Why was it different well let’s take netball for example because you’ve played that all through school. Yip Why was that different? Why was that OK to do? Um because you belonged to a team maybe it’s not single. Not single again yeah. Anything else about the team part of it you think important? Um it’s like good um if you win you win for the whole team and if you shoot a goal it’s for the team and like just the support again maybe. Right support of others. Yeah helping Yeah Ok so you’re not singled out. That’s a good point. So the netball then that was another question I was going to ask. You did enjoy some aspects of physical education and there are some aspects that you didn’t enjoy for various reasons that you explained but you did choose to go onto netball. Who was it or what was it that influenced you to go to netball? Mmmmmmm ......I don’t know it was just like all your friends and it was like oh lets make a netball team sort of thing. Right I can’t there was like no person but like you just like all you’re friends that’s what you did on Saturday morning.

What about home influence on playing? Um yeah my parents would like me to play a sport and stuff. Did they encourage you? Yip they did. How old were you when you starting playing netball? Um form two probably. Right and what about were there any significant or influential teachers around that time? Um I remember I had like student teachers and they were like fighting all the time so I didn’t like them. They were fighting what do you mean? Yeah like one of them stormed off and left us and then we only had one coach. Right Oh they were coaching you at the time Yeah it wasn’t like yeah. So just think of them for a minute what sort of impact did they have then? You said you didn’t like for that reason Yeah. What sort of impact did that have on um your enjoyment
in netball? Um I don’t think um I didn’t like them I just they would have coached us and everything so that’s like good but just that they were just kind of catty sort of thing and so it got like all our team fighting and stuff. Right so it influenced you, played off on you yeah yeah but. So what about teachers we could think of netball or we could think of PE at school and you’ve mentioned some things that you didn’t like so much and one of those things was being singled out Yeah yeah or not being supported by a little team and that’s important and being singled out, having to do something that was different and not feeling confident about your ability to do that. What could the What were the teachers like at that time? Agh I remember my PE teachers in the third form Mr …………… he wasn’t a very popular teacher and like he was like he had no sympathy for people sort of thing Right and like he wouldn’t I don’t know he was really abrupt and like come on you can do better um I don’t know he just didn’t he sort of picked on the girls kind of if I remember. Picked on for what? For just slacking about or not like you know I don’t know its probably not a true statement but um like I know guys were more like into like whatever we were doing and if you worked up to just like the level he’d be like you can do better than that even though you might not be able to sort of thing. Right so the expectation maybe right Was there any um any support then from that teacher or anyone else to maybe look and think well they’re not quite at that level and they need help. Was there any of that? No well I’m not very good at gymnastics and so it was like hell for me trying to do things and like I don’t know how I my Mum supported me like I’d practice at home but I still was like never as good as anyone else and like I’d try to do handstands on my head or anything like that and so I really didn’t enjoy that and he didn’t really understand that. Right and do you think it would have been different if he or anyone else had reacted differently and been more supportive? Yeah I think if they can talk to the individual more like um what can you do? Um and not just line up in a line and you do it. Like I just used to line and when it nearly got to my go I’d just go to the back of the line again Yeah cos I just couldn’t do it. Yeah and he saw that as slacking but it was actually I don’t know if he noticed that but that’s the only way that I could live and that Right I can understand because gymnastics is not my forte either but um what are the things (we’re talking about the teacher then) what are the things could a hypothetical teacher lets say, what are the things that a hypothetical teacher do you’ve mentioned talked to the individual and perhaps not line up in long lines created a bit differently to what you had to do yeah. What else could a teacher do to make the environment more
comfortable for example um maybe but people of the same level together and like and maybe the good people could do like what they’re expected and like a lower level for the people who are not ready. Yeah so sort of ability groups and that sort of things and levels. Great what else could they have done? What would you have liked to have see so that you could, obviously if you were more confident you would have taken part you would have wanted to have a go Yeah So what could teachers have done to help you? Um more practice of the basics and um just like getting my basic skills like confident so I can like build on them. OK so build on your basic skills so you can feel more confident Yeah Yeah What else would have made you feel more confident? If maybe a bit of positive reinforcement like that was nearly right Yeah OK Um you should try and do this for next time or Right and maybe they could tell you like why what areas you are doing something wrong Yeah so you know OK Other than just go that’s cool Yeah Yeah Like the feedback that you have been learning about being specific with the feedback that you give to people? OK um what about the environment? What can you remember about that environment particularly gymnastics? Um well they had children that loved it that couldn’t get enough of it and other children like me that had no confidence and were scared they were going to break a leg or something. So what was the you had quite an extreme then that’s a big extreme isn’t it? What do you remember about the actual environment the way it was set up? And where you had to learn and what you had to do? Well there was basically two lines and you just jumped on the thing I don’t know what it’s called, the horse Right and then you’d do like a cartwheel and then jump off or something like that. And if you couldn’t do that what were you afraid of like they might have been there. Were people catching you in case you fell off? Um I think there was just um a big mat soft mat that you just jump on. So what were you afraid of to give it a go. What were you afraid of? Um probably hurting myself because um I had twisted my knee Right like twice when I was in form two. Yip So I had like week knees but they had like really good gymnastics people in my class that would like show us how to do it Yeah but I know the people that did that and they didn’t like doing it cause everyone in the class was like oh look at her and they like even though they were good and I was like like jealous that I was like oh well at least you can do it I can’t even do it and they were like yeah its so embarrassing Yeah even though they were good they were still embarrassed about being singled out Yeah. What other well gymnastics was obviously one of those areas and I would too that was one of my areas as well um What other areas and
you mentioned cross country was one of them. What other areas can you particularly remember that gave you that feeling where you felt a wee bit out of depth maybe or, ......... Testing was another one wasn’t it mmmmmmm oh swimming like long lengths like Yip Why swimming? Um I don’t know oh just like getting tired and can’t breath sort of thing Yip Like swimming days were always really bad and probably like um swimming was another one where you could see the front people and the back Yeah Were there other kids that didn’t like swimming Yeah lots of girls don’t like swimming Yeah why don’t girls like swimming? I don’t Oh maybe cause everyone can see like you’re in togs and everyone can see what you look like and Did you feel that way sometimes? Yeah Yeah some girls don’t like being in togs and some for the boys some boys don’t like it especially if you don’t have like the perfect figure so that’s another stress What do you think the perfect figure is? I don’t know If you could guess when people talk about the perfect figure Yeah what is it? What is that you think people are talking about? Like slim, tall, tanned (she laughs) which hardly anybody ever is No So hardly anybody is and that’s why I asked you it’s kind of cliché the perfect figure Yeah its kind of cliché But um who gives you these messages as young kids you’re quite young to be thinking Oh I don’t like being in my togs in front of people Yeah What do kids do to make you feel that way? Or what is that gives you those messages? I don’t know well this is like third form so probably just the cattiness maybe with people talking like oh she’s got bigger boobs than you and I don’t know just like stuff like comments like that maybe So maybe it’s not to do with being really skinny or a bit bigger is it to do with how quickly you mature as well? Yeah yeah Oh that’s interesting that’s good feedback cause that’s an important part of it as well. So were there any other things you did in PE where you did feel get that kind of feeling as well that you weren’t as confident? Well most team games I didn’t feel like intimidated but I have to say in sixth form we were playing indoor cricket and the guys would just beat the ball and I was just like it would be so scary like people were getting hit and bruised and I was not enjoying that. No cause you were getting hurt and hit can we just you have mentioned the boys a couple of times and that’s probably a really good topic to come onto now as well um and you mentioned that the first time when I said to you what are some of those things that maybe you know influence how you felt you said well the boys and playing with the boys and how strong they might be. What else made them seem to be a whole lot better? Um just um their skills and like I don’t know yeah their skills seem advanced Right Do you think they were? Um well at sixth
form they were I don’t know maybe advanced for their age at primary and stuff. Yeah but And because they seemed to have these advanced skills in the games what did they tend to do that you didn’t like? Like use it against you like ‘come on’ like I don’t know they might like hassle you. Right If you’re like not as good as them OK and um what other things did they tend to do if their skill was better what did they tend like you mentioned in indoor cricket obviously at sixth form they were a whole lot stronger (she laughs) but what else tended to happen because they were perceived to be so much better? What tended to happen to the game? Well they like ruled the game you know just like sort of like bats like standards and they just like completely take over usually. As in having all the bats and that sort of stuff yeah And what else did they tend to do to make it intimidating for less able players and perhaps some of the girls? Um like I don’t know they wouldn’t like want them on their teams. Oh do you have to? Yeah so some of the comments they were saying you just felt under or beneath them or something yeah And you mentioned getting hurt and that sort of thing does that relate to the boys as well like does that relate to them being stronger? Yeah it might relate to their strength like since they can like if they throw a ball really hard and it could hurt and whatever. Yeah OK can I just come back again to another point that you brought up?
The netball you played and that was through school wasn’t it you decided to play netball and I did it in a club as well OK Did you play any other team sports or any other recreation or things in clubs or outside school? Um I used to sort of be involved in like dancing and stuff like friends um and like form one and two I was in like a youth group and we were always doing like dances and stuff and I think I was in dance competitions in high school too mmmmm like when I first started And was there anyone or anything that inspired you to do that? Probably just like being with your friends and everyone doing the same thing. Right so for you to go outside school to do some of those things it was more your friends that influenced you there wasn’t really an adult you said your Mum parents supported you Yip But were there any other influences or people that inspired you ahmmm apart from your friends? No I think it was just my friends like Yeah just we always like doing dancing and stuff like I don’t know you could say like movie clips or whatever Yeah like video clips on TV Oh OK Yeah and like pop groups maybe at the time. Yip so that sort of could have been an influence Yip for you to be involved but not really Yeah that’s a good point. Why did they? Why watching TV and these video tapes did it inspire you to want to go and dance?
Um Oh cause you want to be like them and dance like them .....um...and like you just I don’t know at the time you would have liked what they’re doing and you want to do the same thing. Why? Why did you want to be like them or do um oh because they’re popular and have they have confidence and they look good or whatever Yeah great so what are 5 more minutes Yeah.

So what are your feelings now after thinking back to some of those things about um doing the course at college in physical education? Um well I’m not too worried cause I know that you teach the children so it’s not like they being hard but um just like learning the skills would be good just like learning the basic skills and um and like its quite good at college cause like you have the support of everyone in your class sort of thing Right it’s not like you doing everything by yourself but I don’t know I hope it’s not too I doubt it would be like cross country like you know yeah like hopefully I am fit enough, I want to get fitter but I just don’t have time Right but I’m going to try Yeah so that that what were you going to say when you were about to say I hope it’s not like like I hope it’s not like too hard out and like some of the lessons at high school sort of thing mmmmm like run ‘Go run around the field three times’ Right cause that I saw the look on your face just then that just doesn’t interest me No not to me No no well you don’t have to run around the field three times Oh that’s good (she laughs) but no I’m not worried about PE it’s not like I say Oh my god No No but I mean it’s important because you have mentioned some of these things which are really good feedback that are that you remember did influence you and there will be people even more intimidated I guess by some of the things that they’ve experienced in the past Yip and they’ll be coming into the course and they’ll be thinking oh you know. So what would be your advise, so that’s good points basic facts that class members you know your environment so that class members support each other and personally to become fitter so you feel better about it. What is some other advice that you would think is important for this college course to build confidence of or more confidence for you and build confidence of less confident people? Probably to be clear about what they need to know and um maybe if someone needs to improve on a skill like some sporting skill for their teaching they know what they have to do and why sort of thing, just be clear about what they need to know so personal goals for improvement. Great anything else?

................................. You can take time to think its hard thinking .....um ...... probably lots of group work and stuff like that, group work and working together mmmmm on task you mean? Yeah and helping each other out so
you're not so like by yourself and stuff isolated yeah isolated Yeah um
........... so what about um another question now totally different um. As a teacher how important is that kids enjoy physical education? I think it’s really important like these days cause like lots of kids are spending lots of time like watching TV or like playing video games and stuff and they need to like know how to run and interact with other people so I think it is really important they enjoy it. OK and one last question some of those things that we talked about before that did you did think back to and think you didn’t like for various reasons. How’s that influenced I know you’ve said you are quite OK to go and teach and to learn about physical education but how did those things contribute to your overall attitude about PE? Um that if I think back to school it is quite a threatening subject but I learn in my teaching not to make it threatening for everyone Right and not to isolate anyone and be like more for the individual and encourage them for the individual and not as a high standard of everyone. Have you got any questions for me. No Thank you for doing that.
Interview two
Attitudes towards physical education

Perceptions of ability
Intimidated by boys
Previous experiences and memories
Role models (positive and negative)
Body Image

Can we start off with talking about what you remember about PE?
Uhm OK maybe the bad experiences are probably in high school

Hmm
Uhm things like the beep test, which was just awful. I hated uhmm (she laughed) I’d try to get out of PE just about every single time I had PE I’d always. It was awful I hated it and probably Oh I just didn’t like it. I just didn’t like Uhm the things we had to do like all the we used to do things like the 12 min run

Yeah
We had to run round the field and that sort of thing and that I didn’t like that either.

Why didn’t you like that?
I don’t know I’m just not a ..... I don’t know I’m not really a sporty kind of person and then just that kind of thing just ..... Oh it was awful (she laughed) and I would always be last last and

And was that important? Like was that a major part of it?
No well not really it was just I don’t know it was just …I think well cause mainly we didn’t well we only had Um compulsory PE up till 5th form

Hmmm
And um but when you’re in 4th form I think in 3rd and 4th it’s kind of like you know the cool image and if you come in last and if you feel like a loser then it’s a bit of a thing but I thought of like ‘damm it’ so yeah and the beep test I’d always be like calm down now. Cause you have to go to a certain point

Yeah
Oh it was just awful I hated doing it aye

So did you sometimes try and stop Uhm as early as you could?
Yeah I pretty much did. I’d go on and I sort of push myself a bit but I, I didn’t like enjoy doing it or anything No so I just yeah Yeah

Cause it was a challenge for you too isn’t it it is it a personal like you mentioned some of those other things that other people see, being last is an image thing yeah but this was both those the beep test and the 12 min run, its also a personal challenge as well, yeah, yeah. Is that; did that impact on you as well being a personal challenge?
Uhm I don’t know not really I just didn’t enjoy doing PE. I just (she laughs) didn’t enjoy doing it Yeah and then uhm the teachers in my class were like you have arrr Yeah and I was like oh ‘damm it’ (she laughs) Yeah (she laughs) so that’s interesting the teachers always you had to do it. Did the teacher have um .... Any sort of influence over you in PE? How do you mean? Did they um influence you one way or the other what were th, what were their attitudes towards PE like?
Oh mean I don’t know they obviously really enjoyed it but I mean I don’t know um I think sometimes it could be alright if we were just playing like a fun kind of game. Yeah I also hated doing athletics mmmm and the gym stuff Right doing things like flips and stuff on mats Yeah I just always had a fear that I was going to hurt my neck or something Right Oh that’s just one big thing for me Yeah I was always real afraid of that OK Yeah um and then athletics I just hated doing like high jumps we were always made to practice high jumps and long jumps and that sort of thing. Why did you hate those? I don’t know it just got tedious and boring and I’d been doing it since I was like um or like at primary school we had to have um athletics day Yeah as well (she laughs) so yeah no I just yeah.

So those two there’s a couple of things that you’ve mentioned there so with things like gymnastics well there’s lots of things, sometimes things were boring, safety sometimes and afraid of being hurt Yeah I was those are the three things for me I was just always afraid really quite afraid of being hurt mmmm like just I don’t know cause I didn’t really I wasn’t very comfortable doing it and I didn’t trust my I thought I would be all cause I felt if you tense up it’s going to make it worse and I was tense so I didn’t really want to do it so often we’d sit out and he wo... the teacher didn’t mind if I sat out but those not to do if they wouldn’t mind and that kind of thing mmmm but other things they were like oh you know you have to do it Yeah yeah.

So that’s probably quite a good thing that they didn’t didn’t mind that you could make a choice to sit out Yeah with that kind of thing they were quite good about as well. Was there pressure from others in your class though to take part? Uhm not so much not really quite a lot of them didn’t enjoy it and I think Oh well a big thing was oh well or a sort of sad thing was getting changed because we had the most freezing cold um just the changing rooms it was just absolutely freezing Yeah and um it was just awful so I was at ................ and it was just like Oh awful and we had the awfulest changing rooms Yeah so cold and we had to like we’d turn on the showers and we’d turn them onto hot and so that the steam would heat up the room (she laughs). Oh really that was the only way we could get them warmth in there (she still laughs) otherwise it was so bad so Yeah and then they were just really gross so I just hated getting changed and stuff as well Yeah in the winter it wasn’t too bad in summer but yeah Yeah so that’s interesting good to elaborate on we’ll probably come back to some of these things as we’re talking yip.

So if you could summarise perhaps some of your experiences because you have talked and you started by saying you would talk about some of the bad things you remember of some of the things you didn’t like so much Yeah yeah. Um what else would you say if you could categorise the things that impacted on your attitude now mmmmm what would they be? (she laughs) um I don’t know (laughs) there’s more bad experiences for PE than good experiences so that um that’s OK so um that kind of just just gives me kind of a negative image of PE Right rather than a positive image of PE OK and I don’t know like yeah there were times when I didn’t mind it so much mmmm it was just you know it wasn’t so I don’t know I think when you get to high school there’s more pressure or something I don’t know its different I think primary school was OK but I don’t know just yeah I don’t really know what to say (she laughs)
you? Yeah that perhaps you don’t want to be in that situation or with around those kind of people exactly yeah
So what about um that was through school? Yeah that was through school What about sport and recreation or leisure kind of activities outside school?
Uh (she laughs) nothing that’s OK I don’t think. What have I done? I can’t even think Oh OK well I’ve done dancing which OK is yeah Ah I did that up to um fourth form as well from when I was about seven up to fourth form Ummmm yeah that was tap dancing and jazz dancing OH good yeah so that was like another form of exercise that I was doing um and then that just kind of got too much like um oh year I did to the end of fourth and then I decided to stop because of fifth form doing um um school cert and everything I thought it was going to get too much cause its quite it just takes up a lot of your time so I just had to cut back on some things so I decided to cut back on that so um yeah but So its really just timing nothing to do with how you felt or enjoyed um yeah no I was still enjoying it but I don’t know I just think that …..Yeah I don’t know I think that I wasn’t and by the time by that time I was kind of not trying as much anymore and it wasn’t really I don’t know it wasn’t really going anywhere for me Right so I kind of thought well there isn’t much point anymore OK so I kind of just let it go and yeah Yeah That’s interesting cause I um I just picked up on that point that it wasn’t going anywhere for you so you actually had a focus you wanted to get somewhere with it yeah and but because it wasn’t going anywhere It was kind of like I don’t know I wasn’t very motivated with it by then and I think that if I’d been more motivated I could of kept going but I was just getting less motivated and wasn’t practicing enough and it was you know you’ve got to keep those kind of things up but Yeah letting them fall back just you know just Yeah just you weren’t practicing enough.
What about motivation? Did other people influence you with their motivation?
Um yeah I spouse well I don’t know well um my Mum would try to motivate me (she laughed) but then it became I’m not like a big person for practicing I’m like real kind of like you know like at the moment I do drama but like for that I don’t know its different I practice but I don’t practice but I don’t practice as much as I probably should but then I’m still …….. quite good anyway like I don’t have to practice that much to be really good. Do you know what I mean? Yeah um with dancing because you’ve got to keep it up because you’ve got to keep your fitness up Yes yeah its different with that so yeah I don’t know.
Oh yeah that’s good well you’ll be happy to know that there’s lots of dance and stuff through PE so Oh OK they’ll be lots of bits that you’ll enjoy doing in PE and I’m sure all the games like you said you’ll enjoy. But um dancing is a big part of PE as you know and of the Arts as well yeah yeah so um it’s a big part there
But I asked about motivation cause sometimes people can influence you attitudes to doing something Ok no no one you mean like negatively or something? No sometimes really positively like you talked about motivation maybe um a dance teacher could be that person that might have motivated you or yeah I think when I was younger cause I changed dance teachers cause my dance teacher stopped Right and when I was younger I was very very good and she was very good mmm teacher and I think she was more motivational I changed teachers and like yeah I just didn’t do so well anymore and she was kind of I don’t know it was just a different kind of atmosphere with her and I think it just changed it for me and I mean I still enjoyed it and I enjoyed it more when I
Yeah yeah Great with the change over to the teacher and stuff I think that was probably yeah which is always going to happen isn’t it? yeah you always get more teachers and that sort of thing.

What about in PE then what could your teachers not saying they haven’t done this but what could they have done in PE for you? What kind of changes could they have made for you particularly yeah to enjoy PE more?

Um Oh god I don’t know um Just have a thing about you know sitting in that class and thinking about some of the things that you dreaded or you know weren’t Yeah looking forward to what could have been a bit different?

I don’t really know I can’t really think it was so long ago um ……..I don’t know just well at high school I don’t know I spouse um Oh god I don’t know um just having it more as fun having less of the things that I disliked obviously cause they just I just basically because I disliked doing those certain things like the athletics and the gym Yeah I just when I knew we were going to be doing them cause they’d tell us you know the next four weeks we’re going to be doing such and such you know you’d dread going oh god the next four weeks I’ve got to do this and it was like no I don’t want to go to this class mmmm Yeah and it was like a couple of times I got into trouble because (she laughs) me and my friend used to hide in the toilets and then they’d come and find us and then they’d make us run around the field (she laughs) which made it worse damn it and then we walked and he was like no do it again and it was like damn it Oh No So you were trying to get out of it all the time but couldn’t I mean yeah we would like take a really really long time to get changed so that we’d get there later and we’d be lie yip sorry we were late out of something and then Yeah making up excuses and oh it was awful and I just I don’t know So you had said you didn’t have to make these excuses and you said there were things that you did enjoy but then there were things that you really didn’t. I think when it became too because we were in the fourth form you know the cool image thing when it came to doing something when you were up there by yourself and everyone was watching like say you were playing something like things like OK like baseball of something and your turn to bat whatever and then you just mess it up you start to feel like a real fool. Yeah and everyone’s just like oh and its like Oh god but you know if its something like Unihoc that’s what it was called if you play that kind of game where everyone’s just involved and the balls just going round and everyone’s just having a turn and its just kind of relaxed its not so bad Right I think when you’ve got the pressure on you just to do something its kind of like Arrhh Yeah especially when you know your not very good it just makes you feel real nervous like I used to get nervous waiting for my turn Did you go and line up and bat like I’d be like help I’m next I’m next and I’d be like no I’m fine just hit the ball Yeah (we both laughed) trying to mentally focus.

Yeah I can understand that you mentioned too that image thing Yeah Can you describe that? Describe what you remember about that image thing? I had it too.

I um think I don’t know because you know there’s always the cool kids in the class and you know and I never really was a cool kid so I think (she laughed) if they kind of and the other kids especially they would kind of be like And or it really depends sometimes they could be quite good and be like you know its OK just try ra ra and other times they could be a bit and then I think you know if there was someone in the class that you liked Yeah you were going to get embarrassed in front of them if they if you did something stupid
Yeah I mean I think its just I don’t know that kind of thing as well Yeah it was a big thing as well I think.

What were the cool kids? What made them cool?
I don’t know (she laughs) they’re not really that cool now thinking looking back but um But then what do you remember about them? They were just the confident kids that could do the things and just um they just knew what to say and that sort of thing instead wouldn’t get embarrassed or whatever you know that kind of thing. I think is the main kind of thing you know the confident thing Yeah which I wasn’t really that confident so I was just different Yeah And you do look up to some of those people. I can remember what some of those people look like Yeah Yeah Some of those kids and you’re right when you look at them now they’re not when you look at them now you think no (we both laughed) they’re not now So no exactly but its just funny I mean by the time out of sixth form you sort of out of it but it was just in those initial high school years it was just kind of like don’t mess with the cool people Yeah yeah yeah.

Oh no that’s interesting cos um I’ll come I’ll try and come back that as well that confidence thing as well which is built into it but um so sport you did a little bit you did dance and things outside school and that sort of thing. What influenced you to do that? Whose idea was it to go and do My Mum (she laughed) well I started when I was seven Right so she just was like oh you know we’ll try I don’t know how it came up I think I possibly wanted to do tap dancing I don’t know how it came up and she was just like you know sort of around seeing what she could find out and I just ended up going to this lady Vip and yeah I really enjoyed it and I was I don’t know sometimes you just start things like that and you just keep going and going cause the years just build up and then yeah know but I mean I don’t know it was just kind of and Mum just kind of Yeah wanted me to do it or something like that Yeah sometimes those influences are important just to try different things and stuff and mmmm yeah trying in different things yeah that kind of thing cause I mean we did lots of things as kids I mean I did swimming and stuff when I was younger and like swimming lessons and that kind of thing Right yeah and then Mum would take us on a different stuff like that yeah yeah just to try different things that we liked or whatever Yeah.

So did you have to do um dance rehearsals?
Oh I did like competitions Yeah yeah yeah Um you’d do like a solo act and then you’d do like I did a song and dance and all that kind of thing like you’d get up there and do your little thing and then its like competing would be like so many other people in your age group in your um section and stuff and yeah and then um I did one dancing exam mmmm but I never really did any exams after that I didn’t really like exams so much in dancing the competitions were quite were alright yeah like you’d get all dressed up and everything (she laughed) its quite fun so yeah

So that was how were they how were those competitions where you had to perform in front of other people? How were they different to um I don’t know because I think well because often you’d be on the stage and you couldn’t see the audience and it was kind of just like I mean I always got nervous I got nervous I think that’s just natural but I mean I don’t know I just didn’t find it so bad because I don’t know I think its just scarier when its one person watching you and their like cause they’re intense on watching you and I know the judge is watching you mmmmm but I don’t know its just kind of a little bit different yeah so.
Did it have anything to do with the fact that you knew you could dance? Like you were doing something that you were quite confident doing.

Um yeah know yeah I think so I mean if I knew like obviously I’d get more nervous if I knew that I’d only just kind of learnt this dance and it was kind of new for me like I’d get more nervous like if I’d done it a couple of times on stage its less nerve racking whatever but right I think the newness of it a bit harder yeah.

So if you practice something before you can perform it it makes it a little bit easier Oh yeah definitely yeah yeah yeah.

So can we relate that back to PE then and some of those things that you are sort of throwing into doing all of a sudden like a baseball game whatever it might be yeah If you had more time to be able to practice and actually become confident in those skills would it make it a difference to actually be out there I think so yeah because often you just play around in games play something else do something else you never actually did anything to do with the skills we never hardly did anything to do with skills um yeah no nothing and even like we’d do dance in PE and you were kind of just told oh you’ve got to make up a dance but that was fine I mean I didn’t mind because I could dance but other people just made stupid dances because no one we weren’t really taught anything how to dance as such Yeah like we were taught Ok oh folk dancing which doesn’t really count cause it’s kind of just dancing around in a circle just holding hands that kind of thing and then just I don’t know just ……. And stuff like that Yeah but I don’t know I think that if you were taught like more skills rather than just yeah possibly than just being thrown into it mmmmm yeah it could have been yeah a bit easier on whatever Great.

And so now I think about it Yeah that’s good cause as we talk we come up with all these things and think Oh yeah that’s what makes it part of it yeah and just when you mentioned dance then and becoming more confident with it before you present yeah I thought well if maybe if it links in there.

So can we come back to you’ve mentioned the environment a couple of times and you’ve certainly mentioned the changing rooms getting cold Oh sure sure sure What other things do you remember about the environment the gym or where ever it was? Oh well they were really the biggest thing because they were just cold and they were really quite they weren’t clean or anything and people at our school that’s often where kids would go and smoke and so they would stink like tobacco and it was just awful you’d go in there and it was like aé yuck yeah and the fact was if you had it early morning it was just gross just going in there having to get changed and then cause if you get changed you had to be careful not to let anyone see you and so you were always popping things under this and all that kind of thing and that just made it awkward in that sense as well and then oh looking cool in your PE gear as well if you think you look cool (she laughed) think think think exactly its an image thing yeah coming back to that again Yeah coming back to that again yeah I look back now and think that it was so stupid but I notice my sister cause she’s in the fourth form and it’s a big image thing for her its like oh get over it (we laugh) but yeah no they gyms were nice like we had really nice gyms and like I enjoyed working in the gyms like I preferred working in the gym cause we had two big gyms and depending on how many classes you’d hope that you’d get in the gym cause it was just nicer to work in in the gym than outside? Yeah especially on the cold days obviously and then on oh we’d work outside sometimes and
Yeah Yeah I don’t know yeah the environment wasn’t too bad like yeah we had quite nice gyms and yeah like lots of nice equipment and that kind of thing so good

What about the gear like you said the image and wearing the right cloths and that sort of thing it does come back to image yip Um did that you know if you didn’t have that kind of gear and you may or may not have it makes you feel like I felt less confident if I didn’t think I looked a certain way I don’t know I mean we had a uniform it was green shorts and a white T shirt but Yeah I don’t know it just um depending on the type because there wasn’t a certain of green shorts and there wasn’t a certain type it just

had to be plain Yeah but then some were baggy ones and some were tight ones it was just and then and then yeah I don’t know I think I just maybe if you didn’t feel comfortable in what you were wearing you became less confident well I did anyway personally I don’t know but yeah that kind of thing

At least you could choose it was quite good that you could choose whether you wanted to have baggy shorts or tight shorts Yeah just as long as they were green and white they weren’t too picky at ............... because it was quite yeah just as long as it didn’t have stuff on it

Yeah that kind of makes a difference if you can make a choice of what kind you are wearing but yeah I wondered what it was like if you’re not all that confident in sporty things anyway having to get into a uniform whether that sort of immediately took a step back as well um yeah sort of I spose but whether that’s just what you do for PE but yeah I don’t know and everyone had to do it yeah so not too bad but still just yeah I just hated getting changed it was just a hassle like just the whole environment of it all just like the idea of having to get changed and stuff it just became for me just a hassle I hated doing it I got sick of doing it and that was like the biggest thing I was like ohhh I can’t be bothered because then you’ve got to run around for a bit and then you’ve got to get changed back and it was like it was also um you’d often have it first period you’ve been running round first period and then you’ve got to get changed back into your uniform and you feel all sweetie and gross yeah and you’ve got to go to second period and sit in a classroom for another hour and that was kind of a big thing too because you feel just gross just sitting there all sweaty and stuff or if you had it like fourth on a Friday or something then you had to go to class fifth on a Friday it was like yeah and then also you’re also quite tired and it just I don’t know like drains you out a bit.

So if you had warm clean comfortable changing rooms and you were able to have showers after you’d finished running around Yeah yeah I think so um we were also we weren’t allowed deodorant we weren’t allowed spray deodorant because I think people used to spray it and light it on fire and do crazy things like that Yeah and also they’d come and check we had it anyway but we just go like we’d go somewhere else and try and put it on because you just felt like you stunk and stuff because they just thought and oh there was another reason why and I can’t remember why and it was some stupid reason why we weren’t allowed to have it and so you know we’d have to just go they’d come in and go someone’s got deodorant oh my God but yeah I don’t know I can’t remember what it was it was something stupid that we weren’t allowed it but yeah I just remember that now actually but um

Those things impact on you though and particularly when you’re growing up as well and not being able to have it and knowing that yeah we were allowed roll on but it was
still that just didn’t seem to do the same thing like I don’t know like having the spray you could cover it up if you had to Yeah yeah but I would still just pop it in my bag and just kind of hide it in there but oh there was some safety risk there was something they thought was going to happen if we had it but I don’t know I don’t know it was something weird as something so stupid (she laughs) Yeah we never thought of that but now we have (we both laugh) yeah it was really dumb
I know this is good as we talk cause all these different things come out and the feelings that you had Yeah that now sort of contribute to how you’re feeling so we’ll jump we might come back to some of those things but we’ll jump ahead a little bit again Yip and um so how do you feel now you’re about to start studying PE here at college Yip. What are some of your um concerns um about that or feelings about that? Um I don’t know it’s different I suppose because I suppose we’re learning to be like the teacher ummmmm and personally I think well the teacher doesn’t have to do an of that (she laughs) so kids run down there and back. Like my associate was like we’re going to play run to the fence and back so the kids all run to the fence and back and we just stand there And you felt OK about that? Yeah I was like that’s fine I can tell them to do that (she laughs) like um I don’t know when you’re the teacher and you’re like the one in control its OK I think because even if you wanted to join in you’re like bigger than all of them anyway so um its just different I don’t know cause when I was on practice we just played some fitness games like Octopus and stuff and I’d join in and like play and I was fine with playing it then you know um I don’t know I mean I still don’t really enjoy PE and stuff but it’s not like I am as worried about it as much anymore yeah um some of the stuff I don’t know just when we do it with our peers it might be a bit uncomfortable I don’t know some of the things (she laughs) Yeah
Well you’re not going to be asked to run the 12 min run or do any vaults over the good box if you don’t want to (she laughs and says let me out)
What about here to the same sort of thing getting changed and um yeah it probably isn’t so bad I don’t know I mean yeah I don’t know cause I’m older I’m sort of over the whole the sort of image thing so that’s kind of out of the way and so it’s cut down a few of the things I mean I’m still not really a big fan of it or anything but it want be I don’t think it will be as bad now just cause yeah I have more confidence and stuff like that anyway and so if I make a fool out of myself well they know that I’m stupid its like yip sorry guys (she laughs)
Well that’s neat cause some of those things do change but then there’s still some of those feelings like you mentioned then I feel like I can do PE with the kids at school for different reasons but you’re quite happy to stand back and say you go and do that and you could do that and that’s a thing in itself Yip you know and how you feel about doing that yeah that sort of thing as well.
So what do you think now bearing in mind that some of those things have changed now and your not so and you’re not so you know less confident about having to get changed yeah and perform in front of others but what um could the teachers here what could the lecturers do that would make PE comfortable more comfortable for you? I don’t know just not doing individual stuff well not being like you do this or whatever I don’t know OK just for me personally I don’t really like being picked out in front of everyone to do something Yeah that’s the thing cause then I just get nervous and end up messing it up because I kind of get a bit if I’m not sure what I’m doing I get a bit
yeah when I get nervous I tend to I can mess up a little bit sometimes Yeah just cause yeah so that's a big thing for me being picked out as an individuals kind of freaky sort of still now even just cause its in front of your peers I think like in front of the class I'm OK cause its just different cause they're younger and you can you're the teacher you've got control but with whatever you know what I mean but with your peers its sort of a bit different its still that kind of you don't want to make a complete dork out of yourself completely but I don't care so much anymore No but its still its still a little bit there Yeah its still a little bit there

So not being signaled out to have to do something Yeah What else? Um I don't know that's probably a main one that's probably a big one cause when we did the drama thing you know I didn't really want to even though I do drama and that sort of I didn't want to be picked out and come up to the front you know she'd ask people and you know most people there'd be someone put up their hand so it was OK so it was like I didn't really want to you know personally just get up there and do it cause Yeah Yeah yeah So you were OK to offer your skills but you don't really want to have to be picked out Yeah well I don't mind doing stuff in groups or teams or that kind of thing I mean that's fine I mean I'll join in and all that stuff like but just when you're picked out in front of everyone to kind of can be a bit uncomfortable (she laughs) just for a second um yeah Yeah cause you've got to be careful say I was doing PE with you and I know you had done some dance Yeah and I might look and say you know can you help with this I'm like no Yeah even though you've got that experience and confidence Yeah I still just don't like to (she laughs) yeah I don't know I think I think often for me if I have the skill I'm more embarrassed because if people know then they sort of expect you to be better and then I don't know I think it puts expectations on how you should be doing it like cause me and another girl we both do drama and we were both in the same drama class for the intensive thing Right but me and her were kind of like it was kind of like we didn't like the kind of drama we were doing it was very different to what we do at drama and um I'm like real bad at improvisation and making up stuff on the spot like thinking really fast Yes I'm just sort of like arghh it just kind of goes blank its like damm it that's where I you know just die cause its like damn yeah so we were just talking about that cause me and her were just like oh god no one pick us cause people knew we did it and we were sort of like mmmmm (she laughs) Yeah looking away (we both laugh) I know what that's like we spent the evening at Scared Script less last night at the court theatre OH yeah yeah yeah Oh and I got picked out Oh no it was terrible and I'm not very good at that either like you say I just blocked it all out and just went for it and it was alright Yeah yeah

So what um what about um what about attitudes perhaps of lecturers here what kind of um what would help you what sort of attitudes would help you and would inspire you to want to be a part of everything? I think people that are kind of like energetic about what they are doing and interested in what they are teaching and like into it like if they're kind of like yip where going to do this and kind of boring about it you kind of just like go sure I don't know I think if they're inspired and they're interested it kind of motivates you to become a bit more into it and stuff and if they're kind of like come on we're going to do this and its going to be fun you know and just like down play it a bit like not like make it yeah I don't know just like make a kind of relaxed kind of um environment cause um with the drama thing at first I was just kind of a bit apprehensive
about how it would be like because we’d do all like trust games and just fun stuff at first and that kind of fully relaxed me and after that the week was really really good mmmm and it was cause were all kind of like comfortable with each other and everything like that yeah it just made it yeah so I think if they can make the environment more comfortable Yeah like you can feel more relaxed in it I think Great I think that’s probably the main thing. Great its good to hear those sort of things because we sort of touched on the environment before the atmosphere and that sort of thing and um some of the ways that people construct things like you said you talked about some of the content that you didn’t like for various reasons and found hard um what about the way they set up the way they taught it the teaching methods and things that you can remember? There wasn’t really any teaching method as such because it was always just get changed come to the gym, come outside, played a game, got changed again it was like there was nothing major maybe with athletics with like the long jump there was maybe things we had to do but it was never really like that it was kind of like jump and measure it and then oh what did you get and then blah blah and then it was kind of like that was sort of it Yeah I don’t know um then high jump it was just like run at the bar I don’t know nothing was really taught that much like we never did huge amounts of skill work really it was just a lot of playing games and then there was the beep test thrown in there fun fun fun we’re flexible yeah cool.

Do you think um when something’s built up when you’re taught something and you know you are building up to be able to either be involved in something or show demonstrate or whatever do you think that helps you focus? I think so yeah cause I think if you know where you’re going and it’s a bit more like you’re given an opportunity to feel more comfortable in this situation or whatever Yeah It definitely is going to make it easier so I think rather than just being like chucked into these different situations because I think we were really I didn’t really think about it that much at the time but thinking about it now mmmm mmmm kind of just thrown in just lots of little things just lots of different stuff really like there were kind of periods of time where it was like hers athletics, hers gym, hers playing soccer, hers playing something else or um yeah that kind of thing. I’m just trying to think what else oh we played basketball inside quite a bit and we’d just have oh like random five a side or something if you got it in I don’t know there were change overs and I don’t know some team change over thing that you’d do um you had teams on the side lines yeah kind of thing and it was swap mmmm that wasn’t too bad cause it was just kind of fun kind of grouped thing like it wasn’t too bad but I was never any good at like dribbling the ball properly and everyone used to take it from me and I’m like oh damm it pass it pass it. What sort of message did that give you when people took it from you? I was kind of like damm it (she laughed) I can actually do this properly yeah I don’t know I think yeah I mean yeah the thing is like yeah cause you kind of say you want to have some practice at doing those things but then there’s the kids that can do it and then they’d just get bored with those easier things and I think I don’t know its kind of hard cause you know they don’t want to make it boring and annoying for those people that can do all those kind of things and then the others I don’t know they’re kind of just chucked into it you know there was always those who were kind of really good at PE and I had in my class like 3 or 4 who were really really good at athletics like really good runners so like PE that was just a breeze for them they just loved it but yeah I just I don’t know But like you say um would that have helped to perhaps have been
identified and maybe put into groups Yeah maybe yeah How would that have helped I don’t know because then it kind of can yeah I don’t know its kind of hard it could help but I don’t know when you isolate children like that not isolate but when you separate them like this is your group and this is your group your going to be doing this and your going to be doing this its kind of like you know when your older you can tell you have been put in the group you know what I mean its kind of like Yeah you’ve been separated um yeah I wouldn’t mind because it would have been easier for me or not easier but um less pressure or whatever um you see I don’t really know mmmm its something that you’d kind of have to try Yeah and see almost get kind of see how the kids attitudes are towards that um otherwise it could be I don’t. It might work it might not work I don’t know its quite I can’t really think for myself Yeah It probably could but then depending on the attitudes of the children Yeah and that kind of thing Yeah I can I can see what you mean because if you do group people and they feel oh I’m in this lower group and its banging on confidence again yeah How else could you do it if you wanted children to work in groups how could you do it so that they they don’t feel that way how I don’t know I don’t know I can’t really think of anything um Like if you for example said today there’s going to be three groups operating in the gym yeah One of them is going to be playing a mini game of basketball and if you feel you want to you know you’ve built your skills up and you want to be involved in a little mini game you can play here and if you feel today that there are skills that you want to work on well this groups going to be working on skills over here and if you feel like um you want teacher input with your skills then I’m going to be working with this group over here just refining skills and giving you teaching points. I want you to make a decision on where you want to go today Yeah yeah that could work but then often um It could work it probably would but then kids would follow their friends Right and like some kids will just all go over and play the game because they’re like oh I don’t want to go over there because everyone will know I can’t do such and such or something like that cause that’s how I feel a bit OK I don’t know especially for the less confident kids whatever Yeah yeah. I don’t know it’s very hard to try and build that up I think for that age group you might have to set it up in some way yeah well if you have stations or something just three different stations like with the three things Yeah like you said with the game and then like every 20 mins you changed and everyone had to go everyone had a turn at each one Yeah because that way its not like just one groups doing something its every group you know some people are doing ball skills and some people are playing a game and everyone gets a turn at each one Yeah possibly could work because that way you’re not signaling out a certain group of people Yeah yeah That’s a good idea I don’t know something like that. Just another question I want to you mentioned before just putting the last question Yip Um yes that you were playing the basketball and you knew hey I can actually dribble this ball I can play this but there were always kids and there will always be kids like this who are a little bit better Yeah and they come and take it off you Yeah Um what sort of message does that give you when you’re playing? Um I don’t know I don’t know you kind of just get discouraged can’t be bothered anymore a little bit I’m just like ummmm I don’t know I’d just get the ball and pass it to someone else (she laughs) I was just like oh well just stand at the back and stuff and I’d always be the kid standing at the back teacher going get up there get the ball get the ball (we both laugh)
OK you’re thinking I’m trying to get the ball but they want pass it to me Yeah or often um we’ll play baseball and you’ll be standing out in the field and I’m always the girl standing at the back talking to a friend Yeah space out space out (we both laugh) I can see those kids now. It’s kind of a wee defense mechanism though isn’t it? Yeah for you to think well I’ll just withdraw to the back I’m not likely to get it thrown to me until someone hits one way out the back Yeah yeah yeah So what about just when you’re playing you know when you’re playing the games did people tend to pass the ball to you and that sort of thing Oh yeah they would like I mean they’d be some really nice mmmmm like yeah I’m not saying that everyone was like No or like mean stuff but yeah people would pass the ball and that kind of thing and people would try and get you involved and stuff but then sometimes the guys could try and be a bit selfish and they’d know they’d be a little bit of a tendency to think that the girls were not as good on whatever and would often not pass to them Yip but then sometimes for me I was like well it doesn’t matter because Yeh we’re winning and I haven’t done anything (she laughs) They can take over Yeah um but I don’t know but sometimes you’d kind of get annoyed cause you’d actually want to be playing and most of the time I couldn’t be bothered playing anyway and so it was fine but I don’t know sometimes with the guys they’d just take over cause they often most of the guys just really enjoy playing PE so they’d just get involved and just sort of go of or whatever and yeah yeah Did that make a lot of the other girls feel the way you did too? Um yeah I think so I don’t know like there was a few of us that just didn’t like PE mmmmm Um yeah I’m just trying to think um yeah but yeah.

So just one more question now Yip Well sort of tie it all back in together um and you sort of touched on it um What are your feelings now about having to teach physical education? Um I mean teaching physical education will be fine I think because its different it’s a totally different situation you know before you’re the student and your being told this is what you have to do and you have to do it um you know what I mean mmmmm I think you’re the t um you’re the teacher you control over what you’re going to do Yeah you control over you know you don’t have to get involved if you don’t want to um like I’m not I don’t feel um uncomfortable teaching it or anything like that so No yeah Even the gymnastics and athletics? I mean I wouldn’t really because I mean …………… I don’t know cause I don’t really oh I don’t know teaching it wouldn’t be so bad again cause I don’t personally have to do it if I don’t want to you know mumble hard to hear this is what we’re going to do mmmmm and I think because I didn’t enjoy PE I’ll be more aware that you know it will be like well you know if you don’t feel comfortable maybe doing it well you know I’d be kind of more aware that their will be kids that aren’t so comfortable doing it great because if you’re someone teaching PE that you’ve always loved PE Yeah you want realize what how others are feeling and how they dislike it kind of as much so I think that you know you’re coming from a totally different place Yeah so it makes a difference yeah Any other questions you wanted to ask me? Um I don’t know I don’t think so um What are we doing for PE this semester? Oh actually you’ll enjoy it there’s a lot you want get piled into anything um but um yeah lots of different activities and lots of people come like you have and I don’t find I mean I don’t always do a research like this so I don’t find out about that yeah but you know you can tell straight away um the people that want to be involved the people um that are not confident but want to have a go and the people that really love it but you get
a lot of comments at the end where people have said look I was one of the reluctant ones and now I really feel like I can go and teach it which is cool Yeah that’s good I OK that’s good