

**Implementing the Samoa Secondary Schools
Health and Physical Education Curriculum: A Peg in the Ground.**

“O Le Ma’a Tulimanu Sa Lafoai’ina E Tufuga”



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ABSTRACT

Implementing the Samoa Secondary Schools Health and Physical Education Curriculum: A Peg In The Ground.

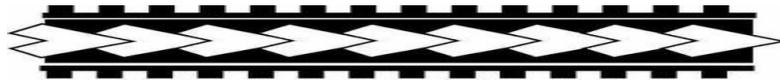
“O Le Ma’a Tulimanu Sa Lafoai’ina E Tufuga”

The aim of this qualitative case study was to examine how the teachers in Samoa were implementing the Samoa Secondary Schools Health and Physical Education Curriculum and to assess what problems the teachers were encountering in the implementation of the curriculum and the barriers that may have contributed to the delay and acceptance of Health and Physical Education as an academic subject.

Semi-structured interviews were conducted to collect data from teachers and principals of two different schools. Data was analysed using a thematic approach that allowed for identification of similarities and differences in teachers’ and principals responses and provided a structure for *talanoa* or discussion.

On analysis of the findings, it is apparent that several important aspects of the teaching and learning environment had an impact on the implementation of the new curriculum. These findings include the emphasis on examinations within the Samoan educational system, the lack of confidence demonstrated by the teachers in delivering the content of the Health and Physical Education curriculum, and the limitations experienced with resources and equipment. Moreover, there was an obvious concern of the principals in the ability and skills of the teachers in the delivery of the subject. The findings also indicate that there was more importance placed on theory rather than the practicals which had negative implications on the time spent out doors on physical activities.

These findings suggest that there are four main areas of influence on the implementation of the new curriculum; perceptions and attitudes of Health and Physical Education, curriculum knowledge, pedagogical and content knowledge and resources and training. In order for the new curriculum to be implemented successfully, these areas will have to be addressed. As it is the new curriculum marks a new era of development in the Samoa educational system, “a peg in the ground” where a subject that has been marginalised for so long “O le ma’a sa lafoai’ina e tufuga” (the stone that was rejected by the carpenters) can now be given the academic value it deserves.



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To my dearest children, Noel, Jeremy, Patrick, Dwayne and Dana, my sisters Florence and Noeline and my brother Patrick, your support and encouragement and belief in me has helped me go the extra mile in this study and all this is:

“My Tribute”

To God Be The Glory.



DEDICATION

I dedicate this thesis to my parents Peter and Anna Rasmussen (deceased), my sisters and brother, my children and grandchildren. Also to my teacher while I was at Samoa College, Mr Peter Sinclair who encouraged me to take up Physical Education as my major, and who passed away in 2010; may you rest in peace.



CHAPTER ONE

INTRODUCTION

Physical Education should excite students, engage them enthusiastically in activities they find meaningful, and eventually help them develop lifelong commitments to physically active lifestyles.

(Siedentop, & Tannehill, 2000, p.130 cited in Penny, n.d.)

Introduction

Since its inception in 1967, physical education in Samoan schools remained unrecognized although structural changes were made to include a health component. In 2004, the Curriculum Statement for Samoa Secondary Schools: Health and Physical Education Years 9 – 13 (Ministry of Education, Sports & Culture, 2004) was officially completed. The writing of teacher's guides for years 9 and 10 (Rasmussen & Sio, 2004a) and, years 11 and 12 followed (Rasmussen & Sio, 2004b). In 2005, the official implementation of the curriculum began with 2008 being its inauguration as an examinable subject for the Year 12 School Certificate and 2010 for Year 13 Pacific Senior School Certificate (PSSC). The implementation of the Samoa Secondary Schools Health and Physical Education Curriculum is "A peg in the ground" (Stothart, 2000, p. 5) as this marks the long awaited curriculum for Physical Education, and as a subject that has been marginalized for a long time. The Samoan expression alluding to the Biblical verse "O le ma'a tulimanu sa lafoai'ina e tufuga", the stone that was rejected by the carpenters, has now become the cornerstone (Mark 12:10) seems particularly apt at this time to describe the current developments in this field.

Purpose of the study

The purpose of this study was to find out how the teachers in Samoa were implementing the Samoa Secondary Schools Health and Physical Education Curriculum (which I will also refer to as Physical Education) and to assess what problems the teachers were encountering in the implementation of the curriculum and the barriers that may have contributed to the delay and acceptance of Health and Physical Education as an academic subject. It should be stated at the outset, that the primary focus of this study, was mainly on addressing issues relating to Physical Education and not on health.

In an attempt to fulfill this purpose the study also hoped to find out why it had taken so long for the schools to accept and teach Physical Education. In support of this, the study also attempted to discover whether there had been any changes to attitudes and perceptions of teachers towards Physical Education. The results of this study, the author hopes, will provide information and recommendations that will help in addressing the problem regarding the acceptance and teaching of Physical Education in the schools as well as helping to improve the training of teachers.

The Samoan Islands



Samoa, formerly known as Western Samoa, consists of a group of mountainous volcanic islands located in the South Pacific east of the international dateline and south of the equator. The

Samoa islands is made up of two large islands, Upolu (1,114 sq.km) and Savaii (1,820 sq.km) and two small islands of Apolima and Manono (Meleisea, 1987, p.1).

Samoa is an independent nation with a population of 176,710 (So'o, et al., 2006). The capital, Apia, is located on the main island of Upolu. Savaii is the largest of the Samoan islands.

Prior to Independence in 1962, Samoa was under various colonial influences that shaped and changed its culture and society, such as the early missionaries in the 1830, German rule from 1900 -1914 and a Trust Territory under New Zealand 1914-1962. These influences had an enormous impact on society and education as documented by various people such as Pereira (2006), Faoagali (2004), Petana-Ioka (1995) and Fairburn-Dunlop (1991).

The Samoan Social Structure

The Samoan social structure is made up of the village (*nu'u*) and the family (*aiga*). The family, which includes the extended family has a chief (*matai*) who is the head or leader of the family and is accorded great status and power and is entrusted with the management of family land and property (Meleisea, 1992; Petana-Ioka, 1995). This social system ensures the well being of the village and family and the welfare of the individual (Fairbairn-Dunlop, 1991; Meleisea, 1987 as cited in Faoagali, 2004) A council of *matai* (chiefly title holder) makes up the *fono* who govern the village. The *fono* is the forum where matters such as village health, education and developmental programmes are deliberated and debated, and decisions made (Petana-Ioka, 1995; Meleisea, 1992; Faoagali, 2004). In many villages, the *fono* (council of matais), who are predominately male, exert power and a strong control over their communities as well as influence on school leadership (Fa'aulufalega, 2008; Pereira, 2006) and what goes on in the schools.

Samoan Education System

Systems of education are on the whole conservative (Beeby, 1966). According to Adam Curle, (1964, cited in Beeby 1966) “in most societies, for most of recorded time, education has been a reactionary force rather than a progressive one. Education that is often closely associated with religion, has tended to hallow antiquity than to promote innovation” (p, 29).

Education systems, are political organisations in which power is an organizing feature (Sarason, 1990, cited in John, 2003; Beeby, 1966), to change societal habits and values. Educational policies and practices have evolved historically from colonial heritage (Salter, 1999) and ex-colonial countries like Samoa, have accepted the kind of academic schooling handed down to them by their European rulers, as a system that offered hope and freedom for their children from “poverty and tedium of the life on the land” (Beeby, 1966 p. 30). This attitude is still in existence today in Samoa. Researches by Tavana (1994) and Fuatai (1993) found that education was valued as a means of escaping rural life and finding white collar and well paid employment (Pereira, 2006).

The education system in Samoa is a combination of influences of Samoan culture, Christian missionary work, colonialism under New Zealand, and the beliefs of the Samoan leaders who have directed schooling since political independence in 1962 (Department of Education Western Samoa, 1986).

Formal secondary education began in the early 1960’s following the establishment of Samoa College in 1953. Under the New Zealand administration (1914-1962), Samoan schools followed the New Zealand curricula and syllabi. This was particularly so at secondary level, where New Zealand external examinations such as the New Zealand School Certificate and University Entrance examinations became dominant. Secondary education was influenced and controlled by

New Zealand expatriate teachers. Schooling in Samoa mirrored schooling in New Zealand. This New Zealand system of education continued in Western Samoa until 1989 when they were replaced by a national examination, the Western Samoa School Certificate and a regional examination, the Pacific Senior Secondary Certificate at senior secondary level (Petana-Ioka, 1995).

For about thirty years, the Samoan educational system was largely controlled and influenced by New Zealand educational views, philosophies and practices. This influence was reflected in the subjects selected and taught at secondary schools. These were namely, English, Geography, Mathematics, Science and Book-Keeping. Physical Education was conducted in the form of a sports activity held in the last period on Friday.



The influences of the New Zealand Physical Education syllabus in the 1940's and 1950's (Stothart, 2000) were eminent in the introduction of the “rompers” for girls during sports period and the type of sporting activities that were practiced. These practices were particular to Samoa College, a prestigious secondary school that was funded by the New Zealand Government. The majority of the teachers came from New Zealand. The particular focus at Samoa College was to prepare Samoans for leadership in the Independent State of Samoa. The New Zealand ‘influence’ on education was pointed out as early as 1920s, by the then Administrator to Western Samoa, General Richardson, who stated that “the Samoan Educational System was controlled by New Zealand experts who were keen, enthusiastic and able but who were liable to view the education of Samoans ‘through New Zealand spectacles” (Education Department of Western Samoa, 1965, p. 2).

The emphasis on an examination system, prevented teachers from being creative and innovative and from teaching subjects that were more practical in nature. Dalton (1988 as cited in Petana-

Ioka, 1995) discussed Piaget's statement in the following way, "the school examination becomes an end in itself because it dominates the teacher's concerns, instead of fostering his natural role as one who stimulates consciences and minds and he directs all the work of the students toward the artificial result which is success on final tests, instead of calling attention to the student's real activities and personality" (p. 69). As a consequence of this practice, practical subjects such as physical education, music, and visual arts became irrelevant. Because they were not examinable, they were regarded as unimportant, a "filler in" to keep students occupied while the teacher attended to other matters. Perhaps, it is because these subjects were not examinable, that they held no status in the Samoan education system.

By the mid 1960s, after Samoa became independent, the Samoan education system became "Samoanised". Expatriate education officers and teachers, were gradually replaced by qualified overseas and locally trained Samoan teachers (Education Department of Western Samoa, 1965).

Introduction of Physical Education

In 1967, the Education Department saw the need to train teachers in physical education. Physical Education was then introduced as a subject to the only teacher training institution at the time, the Western Samoa Teachers' Training College, commonly known as the TTC. This institution trained primary school teachers. Following its inception, the primary schools in Samoa included Physical Education on their time-table. Later in 1978, the Western Samoa Secondary Teachers' College was established (Western Samoa Teachers' College 1997) and Physical Education was added to the list of majors that students could choose from. The one day a week sports period in the secondary schools was replaced by Physical Education. Physical Education was viewed as 'sports' and translated into Samoan as *ta'aloga*. The ambiguity related to this Samoan term,

which can also mean games, or play, as well as sports, meant that there were feelings of ambivalence in the way the subject was viewed by parents, students and particularly by teachers. This uncertainty may also be due to the nature of some of the Physical Education lessons where physical activities were related to games and sports skills. As a result, Physical Education was not seen as an important part of holistic growth which involves the well-being of an individual in all areas of their physical, mental, emotional and social life (Rasmussen & Sio, 2004a), but a subject that was 'easy going' with exercise not necessary or important (Kim & Taggart, 2004). For many years, and more important still in relation to this study, teachers were trained to be Physical Education teachers, despite the fact that there was no curriculum. Moreover, it was not until thirty-eight years later, in 2003, that a curriculum statement for the Samoa secondary schools was written. The curriculum for the primary schools has only recently being written under the Education Sector Project II, a project which focuses on improvement of both primary and secondary education and capacity building within the Ministry of Education, Sports and Culture (MESC) (Ministry of Education Sports & Culture, Final Inception Report, 2006). However, a sports programme called *Fiafia Sports* which was fashioned out of the Aussie and Kiwis sports programme is the only physical activity programme that was activated in selected primary schools in Samoa since 1990.

Implementation of the Samoa Secondary School Health and Physical Education Curriculum

In 2004, the Curriculum Statement for Samoa Secondary Schools Health and Physical Education (Ministry of Education, Sports & Culture, 2004) Years 9-13 was completed (Ministry of Education, Sports & Culture, 2004) and ready for implementation. The implementation of the Health and Physical Education Curriculum was our first peg in the ground. In preparation for

implementing the curriculum, a one week's workshop was organized to train teachers who were going to teach the Health and Physical Education Curriculum. This workshop was planned for the first week in March 2005. Trainers for this workshop were Ms Brenda Sio and the author of the study, who were involved in the development of the Health and Physical Education Curriculum statement and writers of the Teacher Guides. Ms Sio was responsible for the teaching of Health and the author, for the Sports and Physical Education section.

In preparing for this workshop the constructivists theories of learning was taken into consideration; where learners generate understanding or knowledge through interaction of what they already know and believe and the ideas, events and activities which they have learnt through contact or communication (Cannella & Reiff, 1994). Knowledge is learned through involvement with content rather than through imitation or replication (Kroll & LaBoskey, 1991). Learning activities using a constructivist approach, include active involvement, inquiry, problem solving and cooperation with others. The teacher is a guide, facilitator and co-explorer, who encourages learners to question, challenge and form his or her own ideas, opinions and conclusions, rather than being just a dispenser of knowledge (Ismat, 1998). As a trainer or facilitator, it was important that adequate preparation was undertaken for the workshop that would include a lot of practical and group activities related to the curriculum and Teachers Guide, so that teachers would be able to interpret and develop their own pedagogical styles.

Forty-four (44) teachers from eighteen government and mission schools were invited to attend the weeklong workshop. However, only fourteen (14) teachers (about 31 percent of invitees) attended the workshop. The non-attendance of teachers, demonstrated attitudes that exist amongst principals and teachers, that practical and vocational subject are not valued or perceived as important. As one teacher commented when asked about the absence of the other invited

teachers; “our principal told us whoever wanted to attend could do so”. This exemplifies the casual and dismissive attitude that is held by many individuals in the Education Sector, including those in influential positions such as principals, towards vocational subjects. The workshop procedure guided the teachers through the Curriculum Statement booklet. The Teacher’s Guide provided guidelines on how to plan and implement the curriculum in their schools.

Key Principles that Underpin Samoan Education

In the last five years much discussion and thought has gone into developing and strengthening Samoan education. Four overarching principles have been outlined in curriculum documents which underpin all aspects of Samoan education including the development of the curriculum. These are equity, quality, relevance and efficiency.

Equity has been defined as that element that requires that “the system will treat all individuals fairly and justly in provision of educational opportunity” (Ministry of Education, Sports & Culture, 2006, p. 3). Additionally policies and practices which advantage some social groups and disadvantage others are to be avoided whilst those which address existing inequalities in access, treatment and outcomes are to be promoted. The second principle of quality is defined as being exemplified by “high standards of academic achievement, cultural understanding and social behavior and results from a complex interplay of professional and technical factors and social and cultural practices” (Ministry of Education, Sports & Culture, 2006, p. 3). Furthermore, policies promoting these practices will focus on the learning institutions, most especially on day to day classroom practices addressing the monitoring, assessment and reporting of student outcomes and teaching effectiveness. Relevance is defined as implying “a system which is meaningful, recognized, applicable and useful to one’s life” (Ministry of Education, Sports &

Culture, 2006, p. 3). It has a broad influence enhancing individual and community wellbeing, as well as national development, which includes cultural, humanistic and spiritual aspects. The fourth principle of efficiency in education is “demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, effective communication and coordinated and transparent decision-making” (Ministry of Education, Sports & Culture, 2006, p. 3).

The Samoa Secondary Schools Health and Physical Curriculum Statement

The main purpose of the Samoa Secondary Schools Health and Physical Education Curriculum Statement is to provide a guideline for the teachers who would be teaching the Health and Physical Education curriculum. The statement outlines the curriculum principles which are based on the principles of the Samoa Secondary Schools Curriculum as stated in the Samoa Secondary Schools Curriculum Overview Document (Ministry of Education, Sports & Culture, 1998). The statement outlines the principles underpinning the Samoa Secondary Schools Health and Physical Education Curriculum, and the structure of the curriculum which includes the General Aims, the Four Organizing Strands, the Specific Aims and the Achievement Objectives for Years 9 to 13.

The four strands are:

1. Active Personal Health and Relationships
2. Active Human Movement
3. Active Interpersonal Family Health
4. Active Community Health

Of the four strands, three are focused on health and one on human movement. Each strand has specific aims that develop the general aims. The general aims are to help students develop knowledge and understanding, skills and attitudes towards improving personal health and wellbeing and developing healthy lifestyles through movement and regular physical activity, as well as promoting robust family and community relationships.

Covered also in the document are the generic teaching and learning approaches across the subject areas including the assessment and evaluation processes for Health and Physical Education. This document also provides the teacher with directions on learning outcomes; what is to be covered at the various levels within the four organizing strands. The overall intention of the Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004) however, is to develop student's knowledge and motor skills, through physical activity, to promote healthy, active lifestyles and foster moral behavior and other generic skills (Ministry of Education, Sports & Culture, 2004)

Following the completion of the curriculum statement, teacher's guides for years 9 to 12 were written and implemented in 2005 (Rasmussen & Sio, 2004). The implementation of the Samoa Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004) has been labeled 'A peg in the ground' (Stothart, 2000, p. 5), since this marks the construction of something new, after thirty-eight years, the long awaited curriculum for Physical Education.

My Position

I have been involved in the training of teachers and the teaching of Physical Education to secondary students ever since it was introduced as a subject in the Samoa education system in

1967. As a Physical Education lecturer within the Faculty of Education at the National University of Samoa and the co-writer of the Teacher's Guide for Health and Physical Education for Years 9 and 10 and Years 11 and 12; as well as a member of the International Federation of Physical Education (FIEP) Oceania, and a committee member involved in the writing of the Samoa Secondary Schools Health and Physical Education Curriculum Statement, I was interested in investigating how the teachers were progressing with the implementation of the Physical Education curriculum and finding out reasons behind the non-development of the subject and the slow progress of accepting it, not only as an academic subject but also as one that has been recognized as the most valuable means of promoting and encouraging active lifestyles (Culpan,1998).

The intention of this study is to provide information that will enlighten stakeholders to what needs to be done to improve the Physical Education situation and improve practices associated with the training of teachers.

Research Questions

As this study is an investigation into aspects that may have hindered the implementation of the Health and Physical Education Curriculum, this research sets out to ascertain how teachers are coping with the curriculum and how they are using it in their classrooms. The research also examined factors which influenced teacher's ability in being effective Physical Education teachers; such as playing fields, sports equipment, resources, level of training and in-service training programmes.

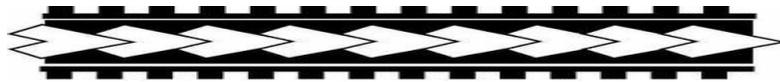
It is hoped that information found from this study will help in the improvement of the teaching of Physical Education as well as the training of teachers.

Main Research Question

What are the barriers Samoan Physical Education teachers perceive as hindering the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum?

Summary

This chapter provided background information on the development of education in Samoa, the introduction of Physical Education into the Samoan education system and the purpose of the study together with my personal interest in the topic under investigation. The chapter also provides a summary of the Samoa Secondary Schools Health and Physical Education Curriculum Statement, as well as the main question that underpin the study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature relating to implementation of a curriculum with focus on the Health and Physical Education Curriculum. The first section gives an overview of the secondary school national curriculum, followed by a section on literature relating to implementing a curriculum and implementing curriculum change. The remaining sections examines relevant research studies on perceptions, barriers and attitudes of teachers and principals Towards Physical Education, the knowledge and pedagogical approaches as well as availability of resources and in-service training that are associated with the teaching of Health and Physical Education in the schools.

Samoa National Secondary School Curriculum

The 1998 Samoa National Secondary School Curriculum Overview Document (Ministry of Education, Sports & Culture, 1998), outlined principles, and learning areas that Samoan secondary schools students must experience and achieve. The curriculum, as referred to by the Ministry of Education, Sports & Culture (1998) contains “planned and structured learning experiences that schooling provides” (p. 5) and curriculum principles are ones that “guide and direct how schools develop, organise and implement learning experiences” (p. 5) There were ten curriculum principles which provided direction and consistency for the development of programmes and related policies, one of which states that “schools will provide an active

environment which simultaneously enhances the intellectual, aesthetic, spiritual and physical development of each individual” (p. 6). During this period of time there were ten major learning areas that were classified as secondary school curriculum. Like the New Zealand Curriculum, (Culpan, 1998) Health and Well-being was stated as one of the learning areas with Physical Education as one of the subjects that contributed to the learning area. However, in line with Government reforms of the early 1990s, the Ministry of Education Sports & Culture, implemented the Education Policies and Strategies 1995-2005, in which changes were made for the improvement of education in Samoa. The Samoan government recognized the importance of education and placed it on its highest priority with a vision

for every Samoan to enjoy an improved quality of life premised on a competitive economy with sustained economic growth, improved education, enhanced health standards and strengthened cultural and traditional values (Ministry of Education, Sports & Culture, Samoa, 2006, p. 5).

In order to improve the quality of education, three areas were identified, these being to improve: teacher quality, curriculum and teaching materials and education facilities (Ministry of Education, Sports & Culture, Samoa, 2006, p. 5). In this policy, seven learning areas were identified with Health and Physical Education being one of the learning areas in both primary and secondary levels. Time allocation for this subject was 3 hours for Years 1-3, 2.5 hours for Years 4 to 8, and 1 hour for Years 9 to 11. Health and Physical Education was listed as a compulsory subject in secondary school Year 9 to Year 11, while in Years 12 and 13 it was optional. Students at this level, (Years 12 and 13) had to take English plus a group of four subjects that were linked to either academic, vocational or employment interests. Time allocation for this level was a minimum of 5 hours per week for both English and optional subjects. In 2006, a further development occurred when, the Strategic Policies and Plan July 2006 – June 2015 (Ministry of Education, Sports & Culture, 2006) was implemented, where sports in

education became part of the Health And Physical Education learning area. The policy statement advocated encouragement of participation of all students in physical education, physical activity and sports. It also stated that Health and Physical Education was to be compulsory for 1 hour a week for Years 9-13 and that Health and Physical Education was to be made examinable in Years 12 and 13 (Ministry of Education, Sports and Culture, 2006).

Specific problems that were identified in the 2006-2015 strategic policies and plan document was the absence of a sports policy to guide sports development, the lack of maintenance of sports fields that were built and upgraded by the Ministry, the shortage of personnel and the little emphasis placed on Health and Physical Education. This lack of emphasis was also reiterated by the then, Chief Executive Officer, Tautapilimai Levaopolo Tupae Esera (2005) who stated:

Because of the heavy emphasis on examinations and academic excellence, non-examinable subjects like Health and P.E. have too often been sacrificed for additional lessons in Maths, English or other subjects. Hence, PE lessons that are conducted are often ill organised and haphazardly taken. PE in most schools despite having specialised PE teachers mostly consists of students playing around with the ball on the field or using it as a free period to relax and catch up with other studies. In addition because of the shortage of teachers most of the PE teachers are made to teach other subjects (Esera, 2005, p. 4).

Implementation of a Curriculum

Theorists who have been dealing with curriculum design issues have dealt mainly with curriculum planning and development with little consideration of curriculum implementation issues (Virgilio, 1984). Curriculum design has three main functions: to produce curriculum, to implement it, and to appraise the effectiveness of the curriculum system (Beauchamp, 1968 cited in Virgilio, 1984). With little information on curriculum implementation, this has created some problems with schools who have attempted to incorporate new curriculum.

Curriculum implementation as defined by Virgilio (1984) ‘is incorporating and appraising of that which was materialized by the construction and development processes’ (p. 58). Incorporation involves trialing of the curriculum and appraising provides feedback on the construction and development process. These processes are important as they help in the preparation and acceptance of the new programme.

Crucial to the implementation of any curriculum are material support and human support. (Virgilio, 1984). Material support is most important to begin with, as teachers need new materials, supplies and equipment. Human support is also very important, and the principal is vital in the implementation programme, as he/she is in a unique position to influence and authorize curriculum change (Ha et al, 2001; Virgilio, 1984). Other human support, are the teachers, who play an important role in the success of curriculum implementation (Fraser-Thomas, & Beaudoin, 2002; Snyder, & et al, 1992; Virgilio, 1984). Faucette (1987, cited in Fraser-Thomas & Beaudoin, 2002) classified teachers as acceptors, conceptualizers or resisters of new curricula and only teachers who accepted the innovations worked consciously in the implementation of new curricula (Fraser-Thomas & Beaudoin, 2002). From the research literature on educational change, it is very clear that teachers are pivotal in the implementation stages as they are not only instrumental in the implementation process, but they have a key role in transforming policy into practice (Cherryholmes, 1988; Johns, 2003).

Before the implementation of any curriculum, in-service training or professional development for staff, is essential for any programme to be successful. Because teachers implement the curriculum, they play an important role in effecting curricula implementation (Fraser-Thomas, & Beaudoin, 2002). In a study by Gibbons (1995), teachers who undertook in-service training using peer-teaching and observation sessions, found it very beneficial in their preparation for teaching

new content. Virgilio (1984) noted that “Most implementation efforts fail because curriculum leaders neglect to provide adequate staff development opportunities” (p. 61).

In implementing a curriculum, such as Physical Education, it is important that the classroom teacher uses schemes of work that the school has chosen or devised (Qualification and Curriculum Authority England, 2005) or curriculum statements such as the Samoa Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004). It is important when planning and implementing the curriculum that consideration is given to the needs of the learner, their physical, social, intellectual and emotional development, the classroom and school environment, as well as the special nature of their community. Important also is the understanding of the cultural aspects that are relevant to the student’s promotion and development of physical skills, self-awareness and confidence (Ministry of Education, 2005). In addition, it is important that Physical Education programmes are gender and culturally inclusive, to meet the needs of boys and girls and students with special needs and abilities (Ministry of Education, 1999). These concepts are also reiterated by the Physical Education and school sports programmes in England, where classroom teachers plan their work taking into consideration the pupil and how they would be able to “develop aspects of their fitness, health and well-being as well as their knowledge and understanding of why it is important to be active” (Qualification and Curriculum Authority England, 2005 p. 1).

Implementing Curriculum Change

The design and execution of education reforms...provide an opportunity for radical breakthroughs in understanding, for giant leaps in learning

(McGinn, 1999, p. 7, cited in Macdonald, 2003, p. 140)

Changes to curriculum or reforms are nothing new. Curriculum changes are normal but what is supporting these changes involve disputes over what has been chosen, the processes by which these changes were made, who made them, what were the intentions and with what results (Macdonald, 2003a). Arguments are geared towards what education is for, and for whom knowledge is most valued; the learner, teacher, parent or curriculum authorities (Macdonald, 2003a). In the early 1960s and 1970s in North America and the United Kingdom, curriculum packages were, as Macdonald (2003a) called them, 'teacher proof', meaning that teachers had very little influence on the content, objectives and assessment tools. Curriculum materials or texts were largely produced by specialist curriculum writers who were not involved in the school system. Teachers and the school education system were to play the supporting role to those in authority, such as educational administrators and their curriculum writers: the main purpose is the achievement of the goals set on curriculum reforms (Macdonald, 2003a). This curriculum reform process which Macdonald (2003a) had termed 'top-down' is one that has been much used in Physical Education, by countries such as France, England and Wales where the Physical Education curriculum is prepared by a dominant group of education officials, teachers, academics and key stakeholders (Macdonald, 2003a). Penney and Evans (1999, cited in Macdonald, 2003b), had documented the revival of competitive games and sport in the Physical Education curriculum under this 'top down' form of curriculum change. Another example of the top-down educational reform is the New Zealand's National Certificate of Educational Achievement used as recognition of success for national tests and standards (Macdonald, 2003b). Research that was conducted on curriculum development during the 1970's and 1980's showed problems on goal achievement using the 'top-down', 'teacher proof' model, so changes were made where 'a bottom up' concept came into view, where ownership was given to the teachers

(Macdonald, 2003b). A new approach to curriculum was then made, and this was known as the School-Based Curriculum Development (SBCD) (Macdonald, 2003b). Teachers who were the 'real experts', were given control of the curriculum development (Kemmis and McTaggart, 1988, cited in Macdonald, 2003b). Kirk and Macdonald (2001) supported the involvement of teachers in curriculum reform as they had "intimate knowledge of their students, their colleagues, their school structures and the resources available to them" (p. 552). However, critics of the school-based strategy viewed the role of teachers as agents of change, as problematic. Subsequently, another model of curriculum change was made which involved collaboration between administrators, curriculum developers, professional associations, researchers, teacher educators, teachers and parents. This model was known as the partnership model (Macdonald, 2003b). Fullan (1999, cited in Kirk and Macdonald, 2001) terms it "across-boundary collaboration" (p. 552). An example of this was the German curriculum partnership project, where teachers, administrators, researchers, administrators and in-service providers were employed for the reformation of the science curriculum (Riquarts & Hansen, 1998, cited in Kirk & Macdonald, 2001) In the United States for example, Ennis (1999 cited in Macdonald, 2003b) described the US peace-education curriculum as "Sports for peace" (p. 142). This curriculum model showed a joint collaboration involving various factors from the schools, professional and community groups, teachers and students. In Australia, teachers are involved in the production of syllabi and curriculum guides and in the trials of curriculum material (Macdonald 2003b, Kirk & Macdonald, 2001). This concept of partnership, where the integration of 'top-down' and 'bottom-up' strategies are used for reforms and changes in education, has brought together a variety of stakeholders who have a vested interest in the nature of change in the schools (Kirk & Macdonald, 2001; Macdonald, 2003b).

Another change to curriculum was the modernist curriculum reform which had its concerns with direct, purposive, systematic and intentional changes. The modernist curriculum reform was centered particularly on schooling, learning, and the young people (Macdonald, 2003a), but failed to take into consideration the present-day situation of high modernity (Giddens, 1991, cited in Macdonald, 2003a) or the post-modern world (Macdonald, 2003a). Post-modernity curriculum, is an open system which necessitates interactive and holistic frameworks for learning with students as creators and transformers of knowledge (Macdonald, 2003a).

A study conducted by Ha et.al., (2008) on Hong Kong teachers regarding their views on curricular changes in Physical Education found that teachers felt more secure and confident about implementing changes after being provided with support and collaboration from the school principal and senior administrators. Changes in curriculum are often initiated by government, policy makers and curriculum officers, with very little consensus for change from school administrators and teachers (Ha et al., 2008, Fullan, 2001). Fullan and Stiegelbauer, (1991) suggested that curricular change is often very challenging in practice and the process of implementation, which usually follows, is “an interactive and negotiated process between curriculum developers and schoolteachers” (Ha, et al., 2008, p. 78). The success of the implementation of educational policy depends on the acceptance of the wide range of thoughts and daily practices of teachers who are the key players in the implementation process (Johns, 2003). Taulealo (2007) in her study of the implementation of the Visual Arts curriculum in the Samoan secondary schools, states that “teachers need more training and time to become familiar with all aspects of the curriculum and (they) need to accept change and be prepared to follow the curriculum content and themes” (p. 11).

As indicated by Ha et al., (2008) the school principal and other subject teachers, including education administrators and others in power, would provide momentum and efficiency in implementing curriculum change.

Perceptions and Attitudes

Teachers' beliefs and values is another factor that must be considered. Researchers regarding curriculum change, have shown that "teachers' belief systems play decisive roles in the teaching and learning process" (Chen & Ennis, 1996 p. 338). When teaching, the "teacher's cognitive and other behaviours are guided by and make sense in relation to a personally held system of beliefs" (Clark & Peterson, 1986, as cited in Chen & Ennis, 1996, p. 207). This belief system determines what the teacher decides and what content will be taught (Chen & Ennis, 1996). These beliefs are important as they are often very hard to change and have an "influence on students' receptivity to messages received in teacher education" (Pajares, 1992, as cited in Placek et al, 1995, p. 246).

The perception and beliefs by some see Physical Education as one that separates the mind and body (Culpan, 1996/97) and that "Physical Education is for those students with less intellectual ability", or that "it is not for high achievers, it is for those who are more practical" (Culpan, 1998, p. 4). These perceptions and attitudes have caused barriers to the implementation of Physical Education. However as Tinning et al (1993, cited in Culpan, 1998) argues, "the mind and body are not separate, ...we act both knowingly and intelligently and learn in and through movement" (p. 4).

Quality Health and Physical Education programmes are largely dependent on how they are perceived and valued by those responsible for teaching it (Morgan et al., 2002). Although Health and Physical Education has been recognized as one of the most valuable mediums for

encouraging and promoting active lifestyles, it has been historically marginalized as low status (Culpan, 1998; Morgan et al, 2002; Johns, 2003; Ha, et al, 2008) and viewed as a subject that is 'easy going' with exercise not necessary or important (Kim & Taggart, 2004; Pereira, 2006). Because of this view of the subject as inferior, many Physical Education teachers have a tendency to give "students little or no instruction while allowing them free play or other non-physical activities during times that have been allocated to Physical Education" (Kim & Taggart, 2004, p. 1). Another reason for this low status can be attributed to the "lack of official assessment" (Hardman & Marshall, 2000 cited in Hay, 2009, p. 214) which according to Hay (2009) some academics in Physical Education have suggested the view of assessment is "a means by which value is attributed to subjects" (p. 214). Assessment also defines the value aspects of curriculum subjects which provide a tool for assigning value in the form of grades for those who possess a value on knowledge and skills (Hay, 2009; Morris, 1996). This is also defined by Chan, et al, (2006) "any activity or method that is designed to "show what a person knows or can do" (p. 135). Rink and Mitchell (2002 cited in Hay, 2009) argued that in Health and Physical Education "one unintended outcome of the standards, assessment and accountability movement is that any program (or subject) not included in high stakes state level assessment, for all practical purposes, does not count" (p. 214).

Assessment is used as a means of providing grades after teaching has taken place to satisfy requirements and as a record or report about learning progress (Chan, et.al 2006; Siedentop, 1991). In Hong Kong, a research conducted by Chan, et al., (2006) found that certain schools subjects were perceived and legitimized as being of academic value and counted towards the final years' results, whereas Physical Education was not and this even included students who performed well in Physical Education examinations.

In Samoa, an emphasis on examinations and academic excellence, had an impact on subjects like Health and Physical Education which were often sacrificed for additional lessons in Maths, English and other subjects (Esera, 2005). Pereira (2006) reported during discussions with Samoan parents, that subjects such as Physical Education, Music and Art were seen as a “waste of time” and a “distraction from getting good exam results” (p. 69). Students also felt that these subjects were unimportant because they were not formal subject areas and were not tested but if they were to be examined and graded in reports, then they would be important (Pereira, 2006). In 2008, Health and Physical Education was introduced as one of the examination subjects for the National Samoa School Certificate for year 12, and in 2010, as an examinable subject in the regional Pacific Senior Secondary School Certificate (PSSC). The inclusion of Health and Physical Education at Year 13 marks another milestone in the change of attitudes and perceptions of teachers, students and parents towards a subject that has been viewed as a marginal subject, with low status and of little value. The recent examiners reports for the Samoa School Certificate Examination 2008 and 2009 identified strengths and weakness and noted that the one of the aims of introducing this subject into the curriculum was to have it “become a core subject for all schools (because it) is necessary for the life of the child” (Sio, 2009, p. 10). As well as the examiner’s report for the final examination the Internal Assessment Moderation Report for Health and Physical Education for the Samoa School Certificate 2008, remarked that “the ultimate goal is for the students to display their skills in various sports that are not examinable (so that) the progress they make internally will assist them greatly for their external assessment by the end of the year” (Ministry of Education, Sport & Culture, 2008, p. 2). With Physical Education, becoming one of the optional examinable subjects towards national certificates, changes have been noticeable in the way Physical Education has been taught. At a

recent Physical Education New Zealand Conference, held in Auckland, in July 2010, a forum of Physical Education lecturers in universities and Heads of Department in secondary schools, voiced concern over the secondary school PE becoming “more theoretical and less practical” (Jones, 2010, p. 3). The reasons for this change in the practical nature of the subject, according to Jones (2010), are due to the “increasing emphasis and status of physical education as an optional examinable subject towards the National Certificate of Educational Achievement (NCEA)” (p. 3). As Stokes noted (cited in Jones, 2010) “Throughout my school life I have experienced a number of changes to physical education with the amount of practical having been overtaken by theory. Our assessment has been determined increasingly by our ability to write which is highly academic” (p. 3). Additionally, Harrison observed (cited in Jones 2010) “physical education is often affected by assessment.... We need to make sure the physical is always an important part of the way we are teaching and we need to think about how the assessment is going to affect how much physical we can do” (p. 3). This provides much food for thought in the way Physical Education is now being taught.

Pedagogy and Content Knowledge

Resnick and Klopfer (1989) wrote “To know something is not just receiving information but also being able to interpret and relate it to other knowledge” (p. 4). Teaching is a learned profession. A teacher needs basic skills, content knowledge, and general pedagogical skills (Shulman, 1987). The first source of knowledge base according to Shulman (1987) is “content knowledge - the knowledge, understanding, skill, and disposition that are to be learned by school children” (p. 8-9). This content knowledge relies on the teacher having a good source of literature and a basic understanding of the subject being taught and a wider knowledge base to be able to impart alternative explanations of similar ideas or philosophies (Shulman, 1987).

Additionally, Shulman (1987) identified other types of knowledge such as pedagogical knowledge, which relates to the principles and strategies associated with managing and organizing and pedagogical content knowledge as the central part from which skilled teaching and coaching comes from (Siedentop, 2009). However, pedagogical knowledge cannot be isolated from content knowledge, they must go together. In Physical Education, content knowledge is not easily recognized as it is with other subjects such as Maths, English, Music or Art (Siedentop, 2009). The content knowledge the students are learning in the schools in Maths, English, Music or Art are related to what the teachers have learnt during their teacher preparation programmes at university (Siedentop, 2009). As for Physical Education, a number of studies indicate that some teacher educators have eliminated the pedagogical content knowledge for teaching Physical Education (Vickers, 1987, cited in Siedentop, 2009, Shulman, 1987, Siedentop, 2009). According to Siedentop (2009), “pedagogical content knowledge is the ‘main stuff’ from which effectiveness and expertise in teaching and coaching derives” (p. 244). Hoffman (1987, cited in Siedentop, 2009) foretold the demise of Physical Education due to teachers’ lack of knowledge about the subjects that they were teaching. In a study by Ha et al., (2008) on Hong Kong teachers, they reported the lack of confidence in procedural knowledge or pedagogical content knowledge, particularly confidence in applying a wide range of teaching methods for students with varying abilities. The difficulty of motivating female students to engage in physical activities during Physical Education lessons and the limitation of knowledge associated with generic skills was another problem (Ha, et al., 2008). These problems need addressing as, “teachers are expected to understand students’ diversity and individuality and must master all necessary techniques to alter curriculum and instruction on a continuous basis” (Ha, et al., 2008, p. 88).

To effectively implement educational changes, Fullan and Hargreaves (1992a, cited in Ha, et al., 2008) indicated the need for teachers to effect change in their knowledge about present policy and professional and research issues by accessing good knowledge for improving teaching.

Teachers' openness to change depended on their attitudes towards new educational ideas (Brown & McIntyre, 1982; Richardson, 1991; 1996 cited in Ha, et al., 2008).

Teachers' beliefs play an important role in the teaching-learning process. This belief system reflects the teachers' educational values on how knowledge is used in teaching (Chen, & Ennis, 1996). Pedagogical reasoning and action are processes that teachers go through when deciding the content and pedagogy that will be used for teaching in the classroom (Shulman, 1987). To teach is first to understand the ideas that are to be taught, so as to achieve educational purposes so that students will "develop understanding, skills, and values needed to function in a free and just society"(Shulman, 1987, p. 14).

Knowledge and skills that are taught in classrooms should be meaningful to the individual students and delivered in a way that enhances self-esteem and enjoyment in participation. It is important that one should be able to make sense of what has been taught and learnt, in a way that will motivate the learner. As Resnick and Klopfer (1989) stated "to know something is not just to have received information, but also to have interpreted and related it to other knowledge" (p. 4).

Additionally Placek (1983) argues that "how teachers behave and what they do is directed to a large extent by what they think" (p. 47). Faoagali (2004) in studying the gap between the old Home Economics versus the new Food and Textile Technology curriculum for secondary schools in Samoa, found that the factors influencing successful curriculum implementation were complex. Contrary to expectation, where schools should reflect their local communities, Faoagali found that they did not. Indeed, the principles and values promoted by the local school system in

some cases do not reflect Samoan culture as expected and in fact demonstrates the school in Samoa is a place where “things foreign are taught” (p. 96). Teachers’ thinking involves what Jackson (1968, cited in Placek) has termed preactive teaching, which involves careful preparation and planning of lessons for teaching outside of interaction time with students. During this time, teachers should be able to collect materials, make judgments and decisions about teaching strategies and plan a well constructed action plan that will result in effective teaching and student learning (Placek, 1983). Physical activities and sports help students satisfy their individual needs in encouraging and developing their abilities which will in turn help them become socially responsible (Chen & Ennis, 1996).

Resources and Training

According to Beauchamp (1968, cited in Virgilio, 1984), “curriculum design has three primary functions: to produce the curriculum, to implement it, and to appraise the effectiveness of the curriculum system” (p. 57). Important in the phase of implementation is the staff development which is pivotal in the success of implementation. Virgilio (1984) argues that most implementation efforts fail because of the failure to provide adequate staff development opportunities. Patterson and Czajkowski (1979, cited in Virgilio 1984) agree that the importance of the major area of staff development being the re-education through a series of workshops that are related to the new curriculum.

For any implementation of curriculum changes, professional development programs are very important in bringing about changes in teachers’ attitudes and beliefs, their practices as well as students’ learning outcomes (Chen, 2006; Guskey, 2002; Ha, et al, 2004)). Professional development is a must for teachers and principals as they are continuously learning and must be

professional learners (Riley & Louis, 2000; Ryan & Cooper, 2004)). Therefore, professional development, or in-service programmes have to follow to support new curriculum. In-service training helps teachers in the implementation of a programme, makes them familiar with the curriculum and provides strategies for its implementation (Ha et. al., 2001). Meaningful professional development is one of the vehicles that will help equip teachers with adequate knowledge and opportunities to develop new concepts of learning, that will help extend their knowledge and help them learn new instructional strategies (Chen, 2006).

Ha et al., (2001) found that programmes that involved cooperation with government curriculum officers and university teachers, provide innovative ideas and effective learning experiences for Physical Education in-service teachers.

Other important features that need consideration when implementing a Physical Education curriculum, are the allocation of time and the availability and provision of resources and equipment. Dewar (2001) noted that one of the difficulties in implementing the Health and Physical Education curriculum in New Zealand was fitting the different subject areas within the curriculum into the school's timetable as well as the opportunity to receive further relevant professional development. A study by Penney (2001, cited in Fraser-Thomas & Beaudoin, 2002) on Physical Education teachers in England, found that inadequate training, a lack of resources and facilities and a crowded curriculum led to challenges in implementation. These difficulties were also found by Ha, et. al., (2008) in the Physical Education programmes in Hong Kong, where there was a need for adequate resources and an appropriate amount of time to be assigned to physical education if physical education was to be a key learning area.

Summary

This chapter provided reviews on literature relating to implementation of a curriculum and curriculum changes with a particular focus on Health and Physical Education. From the literature it was clear that certain processes need to be put in place when implementing a curriculum. Some of these processes involve initial preparation and acceptance of new programmes, the availability of resources and materials, human support in ensuring the acceptance of the programme and professional development. The review of literature also provided insight on the attitudes and perceptions of teachers and principals, in relation to Health and Physical Education, and the important role that both play in ensuring the acceptance and efficiency in the teaching of the curriculum.



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the theoretical framework and research methodology that were used in the collection and analyses of data in the study. It provides a background on the reasons for the choice of a qualitative methodology namely a case study with discussions on the strengths and limitations of this approach and the researcher's presence and bias. Figure 2 provides an outline of the research methodology.

Theoretical Framework

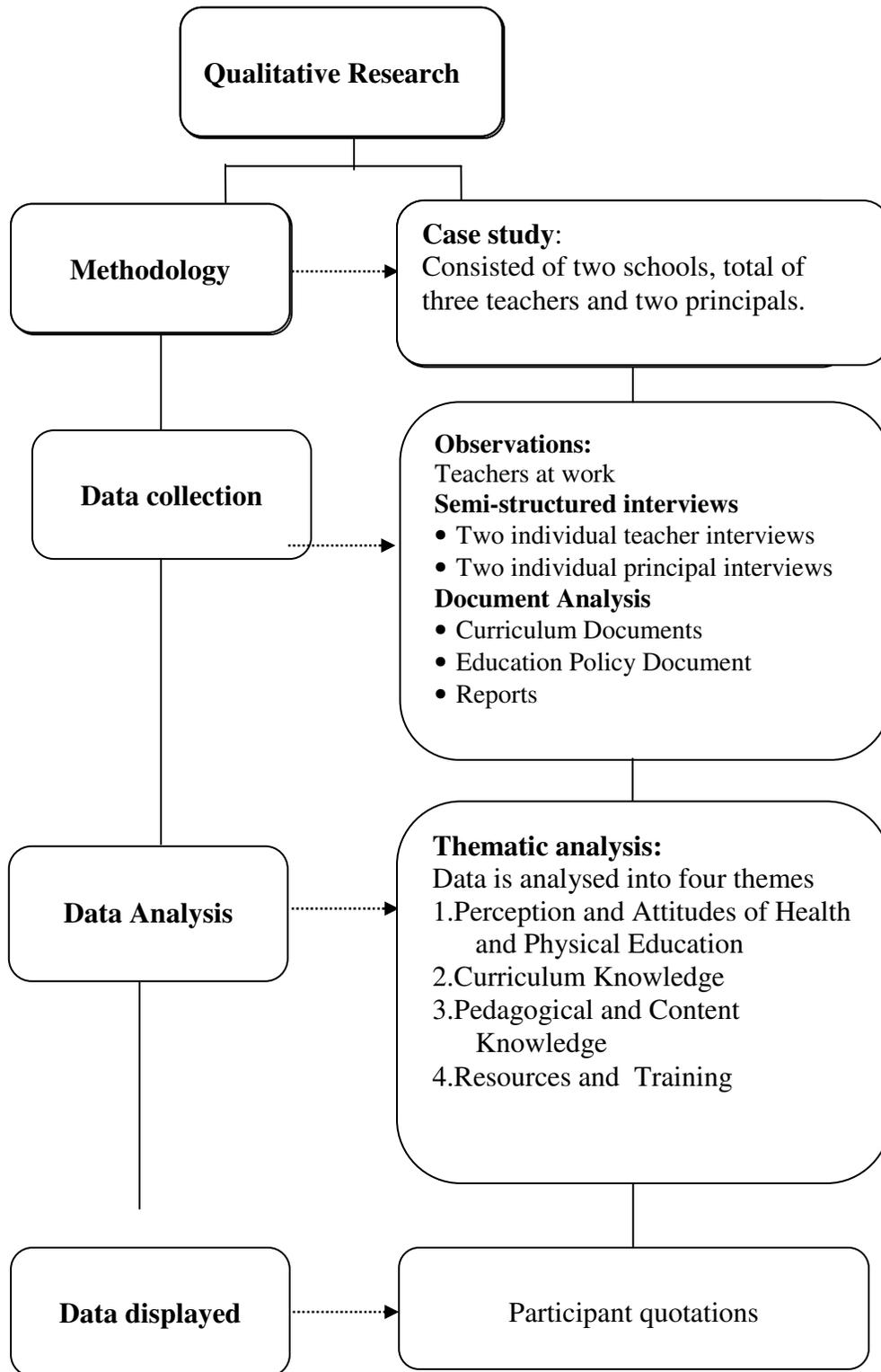
The theoretical framework underpinning this study is the interpretive paradigm (Bogdan & Biklen, 2007; Cohen, Manion, & Morrison, 2007). The interpretive paradigm allows examination of how individuals behave and interact, what they say and do in their social environment.

Interpretation of people's behavior can only be understood by the researcher entering through the process of participant observation (Bogdan & Biklen, 2007). It allows for the interpretation and subjectivity of interests, attitudes and values that can be explored through the participants. Social reality (Cohen, Manion, & Morrison, 2007). Bogdan and Biklen (2007) suggested that most qualitative researchers see their studies, not as transcendent truth, but as an interpretation of a particular reality associated with the understanding of the human condition. Kerry and Armour (2000,) make a point that "the purpose of writing is to bring the essences of the lived experiences into being" (cited in Macdonald, et al, 2009 p. 374). According to Williams (2003) researching an interpretive paradigm provides a means for learning about social life in context and seeks to

understand the meaning people have for their actions and behaviours within a particular social context. The interpretive paradigm, which is recognized under the qualitative research approach, has been chosen for this study because teachers and principals, whilst in their natural settings (in this case, the school context) provided valuable information based on their lived experiences. Key questions that are asked in interpretative research are “What is happening here? And what do these events mean to the people engaged in them?” (Erickson, 1986, p. 124, cited in Macdonald et al 2009, p. 373).

Interpretive research perspectives in sport and Physical Education began in the 1980s (Evans, 1986; Griffin, 1985; Placek, 1983) and by the 1990s it had become an accepted research perspective (Macdonald et al 2009). Interpretivist perspectives have shaped Physical Education curriculum inquiry in attempts to understand how teachers’ work and school cultures shape change processes (Doutis & Ward, 1999; Kirk & Macdonald, 2001).

Figure 2 Research Methodology



(cited in Cowan 2010, adapted from Mutch, 2005, p.48)

Qualitative Research Design

After finalizing the research questions for this study and having examined the different research methodologies, the qualitative design approach was the most appropriate methodology as the data collection was both rich and descriptive (Bogdan & Biklen, 2007; Burns, 1997,). Qualitative research methodology examines the participant's understanding and perceptions within a real life context (Bogdan & Biklen, 2007; Burns, 1997; Mutch, 2005; Neuman, 1997; Thomas & Nelson, 1996). This methodology then, was most appropriate especially for this study. In considering all aspects of qualitative methodology, a decision was then made that a case study would be used as according to Yin (2009), "the nature of the research questions determines the choice of methodology" (p. 48 cited in Cowan, 2010).

Case Study

A case study is used to gain understanding about a particular phenomena (Stake, 2005). The purpose of this study was to investigate how two secondary schools were progressing with the implementation of the Health and Physical Education curriculum, and to find out the problems that may have hindered this development. In order to gain an in-depth understanding of the problem a qualitative case study was selected as the preferred methodology as according to Burns (1997), this strategy asks such questions as 'how', 'who', 'why', or 'what' and that it also "allowed investigation to retain the holistic and meaningful characteristics of real life events" (p. 365). Case studies are defined as being an examination of an event, a subject or setting (Bogdan & Biklen, 2007) or a bounded system involving observations of an individual unit, e.g. a student(s), a class, a school or a community (Burns, 1997; Denzin & Lincoln, 2000; Mutch, 2005; Stake, 2005). In addition to this, case studies provide rich descriptions of a bounded system (Burns, 1997; Mutch, 2005). The type of case study employed was an Observational Case

Study (Burns, 1997). An Observational Case Study focuses on participant observations of an organization, in this case, teachers in selected schools and involves formal and informal interviews and a review of documents (Bogdan & Biklen, 2007, Burns, 1997).

An in-depth understanding was needed to find out exactly what was happening in the schools regarding health and physical education and to find out how it was being implemented; therefore a qualitative research approach was considered the most appropriate method to use as Bogdan & Biklen noted, (2007), “a qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied” (p. 5).

In order to understand what was really happening in the schools that have been chosen for this study, I also used the “phenomenological approach” which focuses on understanding the meaning of events and interactions of people in a particular situation (Bogdan & Biklen, 2007 p.25; Burgess, 1984, cited in Aveau, 2003). This was achieved through the face to face interviews where constructive questions led to more of a conversation (talanoa) between the participant and myself, as the researcher, with probing questions being asked to further provide information that gave more meaning to the situation encountered in the implementation of Physical Education.

The study also employed the multi-site case study methodology in which two schools were selected for the study. The selection of two schools was chosen in order to gain richer and more in-depth data that would help in understanding what was happening in the implementation of the Health and Physical Education curriculum (Bogdan & Biklen, 2007; Burns, 2000; Kvale, 1996). The selection of the two schools was not for comparative purposes but to provide information that would assist in gaining a greater understanding of how the Health and Physical Education

curriculum was being interpreted and implemented in the schools. The data collection methods were the same for both schools. Observations of teachers and interviews for both the principals and teachers were also consistent, in that set questions were being asked with probing questions for clarification and deeper understanding. All interviews were tape recorded for accuracy and validity and transcriptions given to participants for confirmation of what had transpired.

Selection of Participants

Two schools located at different areas were used for this case study. Selection of these schools was through a purposeful sample, selecting those that are likely to be especially informative in representing the purpose of this study (Bogdan & Biklen, 2007, Burns, 1997). The two schools selected were from a government and mission school. I have named them School One and School Two for reasons of anonymity. The choice of School One was based on the fact that it was the only secondary school in Samoa that had taught Health and Physical Education as a subject since the curriculum was introduced in 2005 and additionally, at the time of selection five teachers were teaching the subject. School Two, was chosen because the teacher that was teaching Health and Physical Education was a sports teacher. The reason for this selection was to find out how this sports teacher was coping with the Health and Physical Education curriculum and whether this sports teacher had any teacher training in Health and Physical Education. It is important to acknowledge here the selection biases involved in case studies, that can have a potential influence on findings due to the small number of participants involved and the intimacy of participant-observer relationships (Burns, 1997). In recognizing this bias, the participants who were selected were those recommended by the principals, as they have been teaching the Health and Physical Education curriculum since its implementation in 2005. This

bias has been acknowledged as a limitation of this study. The three teachers and the two principals selected formed a bounded case which not only provided rich data but also maintained a data collection size that was controllable.

The two teachers selected from School One were a male and female. The male teacher was selected because he was teaching Years 11 and 12 Physical Education. The female teacher was selected as she had taught Physical Education to Years 9 and 10 and she was willing to participate in the study. The teacher from School Two taught Year 9 as well as Year 13. The principals were chosen to be interviewed as they had key decision making roles including how programmes were selected and taught in the schools.

School One is a co-educational government school located about one mile inland from the capital, Apia. It is located within the Samoa Ministry of Education, Sports & Culture (MESCC) compound where the ministry's offices, a primary school, and the curriculum offices, are all situated. As this school is a government school, it follows the National Curriculum Policy set out by MESCC. In this policy, compulsory and optional subjects to be taught at both primary and secondary level are outlined together with time allocation for each subject. For secondary schools the compulsory subjects are Samoan, English, Social Science, Mathematics, and Science, each having 3 hours per week of allocated teaching time. Health and Physical Education, Visual Arts, Music and Performing Arts, are also compulsory but have only 1 hour of teaching time allocated per week. The minimum hours of instruction for these subjects are 25 hours per week. The optional subjects are Food and Textile Technology, Design Technology, Information and Communication Technology, Agricultural Science and Business Studies with a total time of 7 hours each per week with a total instruction time of 25 hours (Samoa Ministry of Education, Sports & Culture, National Curriculum Framework, 2006).

Health and Physical Education is one of the subjects that is, compulsory according to the principal, from Years 9 to 11, but in reality, it is optional. Optional, meaning they are additional subjects which the students could choose from to make up the number of required subjects besides those already set as core or compulsory. In making their selection, students in years 9 and 10 can choose either Health and Physical Education or Visual Arts as their optional subject. For year 11, it is a choice between Health and Physical Education, Visual Arts and Business Studies, and for Year 12 students, the choice is between Health and Physical Education and Visual Arts. In Year 13 Health and Physical Education, Visual Arts and Mathematics are the optional subjects. The time allocation for Health and Physical Education for Years 9 and 10 are two 1 hour periods per week and for Years 11 to 13, there are three 50 minute periods per week. Assessment involves Internal Assessment (IA) activities that have been set by the Health and Physical Education Curriculum Committee for Year 12 and for the lower levels. These are set by the teachers themselves.

School Two is a mission school situated about three to four miles inland from the Apia town. It was formally an all male school but in recent years has included girls as well. Staff at this school is predominantly male. As stated earlier, School Two was selected not for comparison reasons but mainly to find out how they were handling the Health and Physical Education curriculum and the teachers teaching this subject were those having mainly sporting backgrounds. This school being a mission school, has certain characteristics. The current Director responsible for these mission schools stated that; “they follow their own mission policies which has emphasis on Christian values and Christian Living as a key to their educational mission (interview with Hazelman, 2010). Apart from Religious Education (RE), other subjects taught, are the same as those of government schools, as they also sit national and regional examinations, such as the

Samoa School Certificate and the regional Pacific Senior Secondary Certificate (PSSC) examination. Allocation of time for the various subject, for the lower levels, that is Years 9 to 12 is two hours per week and for Year 13 is five hours per week (interview with principal).

In the selection of the participants, particularly the teachers, my role as lecturer was taken into consideration. As a former lecturer to some of them, this could have made them feel uncomfortable and they may have liked to decline. However this concern was eliminated as the participants were happy to participate. They had not only been recommended by the principal but they already knew me. I provided information letters (Appendix 4) and consent forms (Appendix 7), after gaining ethical approval from the National University of Samoa and the Ministries concerned. Participants were asked to sign and return the consent forms.

Data Collection

Qualitative methods were used for the collection of data. This included participant observations, in-depth interviewing and analysis of documents for triangulation purposes where other sources of information will help provide a better understanding of the study (Bogdan & Biklen, 2007). The documents used for analysis included the Samoa Secondary School Curriculum 1998, the National Curriculum Policy Framework 2006, the Health and Physical Education Curriculum Feedback Report 2008, the Technical Assistance National Teacher Development Framework Final Report 2008 and the Health and Physical Education Exam Report 2008 for the Year 12 Samoa School Certificate Examination. Included also in the document analyses were the Internal Assessment Moderation Report for Health and Physical Education 2008 for the Samoa School Certificate and the subsequent Examiner's Report for Health and Physical Education 2009 for Samoa School Certificate and the Ministry of Education, Sports & Culture Education Statistical

Digest 2010. Key findings and recommendations and main discussion points that were relevant to this research were examined and incorporated into the literature review and other sections of this study. Informal discussions were also carried out with curriculum officers of the Ministry of Education, Sports & Culture involved in Physical Education to further triangulate the data.

Observations

Participant observations occur when the researcher visits the natural setting of the subject to collect data (Bogdan and Biklen, 2007). The main aim of the researcher's observation is to learn and to record what happens as well as collect descriptive data. Before observations took place, permission was obtained from the participants and confidentiality was ensured. The purpose of the study was made clear to the participants and as they knew me from the time they were teacher trainees at either the Samoa Secondary Teachers College or Faculty of Education at the National University of Samoa, a good rapport was established between myself, and the participants.

On acceptance of consent forms, arrangements were made for observation times with the teachers involved. In each of the schools, I completed all my observations before moving to the next school, mainly to minimize on any confusion (Bogdan & Biklen, 2007). These field observations were conducted during the Physical Education class periods. Observations involved observation of teachers during class activities and the recording of field notes written up immediately afterwards (Burns, 1997). For School One, two observations were carried out with each of the participants but only one could be conducted with School Two, due to time constraints involving school examinations. The reason for these observations was to find out how

teachers were teaching the subject, how much time was spent on content knowledge and how much on practical implementation, and the pedagogies used in the teaching of the subject.

My first observations were carried out at School One. The two teachers selected as participants were each observed twice on separate days and at separate times. One teacher taught only year 10 and the other taught years 11 and 12. At School Two, I was only able to observe the one teacher who taught year 9 once only, due to time constraints as observations could only be carried out towards the end of the year. The second teacher from this same school, who taught year 13, and was the sports teacher, was not available for observations due to the completion of the term's work and students preparing for external examinations. In each of these observations, the length of time spent on observation was according to the duration of the class observed. This time period ranged between forty (40) to fifty (50) minute lessons. All of the observed lessons were conducted indoors in the classroom. During the observations, I sat at the back of the room in order to reduce disruptions to the class (Burns, 1997). This position also gave me a better view of what was happening during the class lesson. At the end of each observation, detailed field notes were typed, dated and filed in my Observation Folder in the computer to avoid fallibility of human memory (Burns, 1997). Hard copies of each of the observations were also filed in manila folders for safe keeping, in case of computer failure. These procedures are important as according to Mutch (2005) "managing data will not be a problem if you have a good filing system" (p. 156).

Upon reflection, it would have been beneficial to have observed the teachers during their practical activities outdoors, in order to develop richness of data. Unfortunately due to the limited number of observations that could be carried out due to time constraints for the teachers

and myself and the time of the year in which the study could be conducted, this became one of the limitations to this study.

Interviews

Interviews followed the observations. Interviews are another means of gathering data. The primary form of interview used in this study was the semi-structured interview and this is a qualitative research method commonly engaged by educational researchers. The main purpose of a semi-structured interview is to gain an in-depth understanding of the interviewees perspectives and experiences and to do so within a framework in which the interviewee feels at ease to express their own understanding in their own terms (Maykut & Morehouse, 1994). Kvale (1996) defines this as “an interview whose purpose is to obtain description of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (p. 6). Interview questions were pre-decided (Opie, 1992 as cited in Davidson & Tolich, 2001) and given to the participants before the interviews took place, so that they had an idea of what was going to be asked. The pre-designed questions (Appendix 8) were based on what I, as a researcher wanted to discover about the teachers’ and principals’ understandings of the Health and Physical Education Curriculum; how they were managing it; their attitudes and perceptions of the subject; and the barriers and problems that were possibly associated with it. Further questions arose from what the participant said. Individual face-to-face interviews were conducted and participants were allowed to respond in either English or Samoan which according to Mara (1999, as cited in Mutch, 2005) was the most appropriate methodology, used in the case of Pacific Islanders. Interviews were conducted in both English and Samoan. This made it easier for the participants to provide information as they felt comfortable in responding in the language

they were more familiar with. Interviews with participants were conducted in their place of work. For the principals, both were held in their respective staffroom as that was the place they both had chosen to be interviewed. The interview with the principal from School One was conducted in the afternoon after school hours and the interview with the principal of School Two was held in the morning, as that was the preferred time when he was available.

Interviews with the teachers were held after school and also in the staffroom as their place of choice. Because these interviews were held after school hours, interruptions were very minimal and as these teachers were known to me, interviews flowed in a relaxed, conversational manner (Bogdan & Biklen, 2007). At the beginning of the interview participants were told of the purpose of the interview and they were reminded that what was said would be treated confidentially (Bogdan & Biklen, 2007). Participants who were bilingual were also told that they could respond in Samoan if they so wished using the “*Talanoa*” method, ‘which would produce relevant knowledge and issues’ (Vaiotele, 2006 p. 21). “*Talanoa*” is a terminology commonly used by Pacific Islanders which involves a face-to-face conversation conducted either formally or informally during oratory or verbal negotiations (Vaiotele, 2003). This methodology provides for a deeper and closer interpersonal relationship and enhances the sense of sharing and builds trust between people. With this in mind questions asked were both in English and Samoan for all but one participant. Responses were also bilingual, using whichever language suited the participant. As a result, participants opened up a lot more which allowed for further probing questions to be asked. There were twenty questions planned for the principals and thirty for the teachers. Interviews took about an hour for each. All interviews were tape recorded for validity and credibility as well as for analysis and referencing purposes. Permission for tape recorded interviews were asked of interviewees before commencement of interviews (Bogdan & Biklen,

2007). Typed transcripts were made available only to the individual participants concerned as a member check for accuracy and credibility (Mutch, 2005).

Data Analysis

The data collected from the observations and semi-structured interviews was analyzed inductively for re-occurring themes. The analysis process used for analyzing the data was the thematic analysis process suggested by Mutch (2005) which involved browsing, highlighting, coding, grouping and labeling, developing themes or categories, checking for consistency and resonance, selecting examples and report on findings. The thematic analysis which involved coding and grouping of the data was done in order that themes would emerge. Thematic analysis allows the researcher to approach the data with an open mind, uncover the key messages, look at how words are used and identify important themes (Mutch, 2005).

The first step taken was the analysis of the field observations. Following this, the analysis of the teachers and principals interviews was completed where categories that arose frequently, were coded and combined to form themes. Numbers were used for the coding of the data and this was allocated to the headings that eventually made up the themes. For example, teacher's perceptions of Health and Physical Education were given the code TP1, and for the principals perceptions, it was coded with PP2. The transcripts that were typed were read, then re-read and sorted under the appropriate headings and examined for similarities and differences (Rubin and Rubin, 2005). The transcripts were further analyzed and a coding system was used to confirm the emerging themes.

Ethical Implications

Ethical considerations are acknowledged as an important part of research. Issues of ethics were dealt with fully, with informed consent obtained from each participant. The first step taken was obtaining academic approval from the University of Canterbury. Following this, permission for conducting research was attained from the Chief Executive Officer of the Samoa Ministry of Education, Sports & Culture and the Director of the Catholic Education Board, for the use of the two schools selected for the study. This process was a requirement of the National University of Samoa of which I am an employee. Upon receipt of letters of approval from heads of these institutions, ethical approval was sought and obtained from the National University of Samoa's Research and Ethics Committee (UREC). The final step was gaining ethical clearance from the University of Canterbury. After ethical clearances were sought and obtained from the necessary institutions, contact was made with the principals of the two colleges concerned with the study and letters seeking their permission for conducting the study together with approval letters from the respective authorities were given to them. Additionally, personal contact was made with the principals of the schools discussing the purpose of the research, and gaining their permission for the selection of the teachers for participation in the study. Information was also provided on the processes involved in the study together with ethical issues for example, confidentiality, storage of data, and withdrawal of participants at any time.

Meeting with the participant teachers was made and letters of consent given for their signed approval (Bogdan & Biklen, 2007). Participants were notified that Samoa is a relatively small community, anonymity could not be assured, although every effort would be made to do so.

Trustworthiness

The purpose of this study was to find out how the teachers in Samoa were implementing the Samoa Secondary Schools Health and Physical Education Curriculum and to identify barriers teachers were encountering in the implementation of the curriculum. Because the nature of qualitative research is considered to be wide-ended (Bogdan & Biklen, 2007), “it is not possible to replicate the study and obtain similar results” (Mutch, 2005, p. 114). The main purpose of this research is not to generalize the findings but that the findings that are sought are dependable and trustworthy (Mutch, 2005, Burns, 1997). The trustworthiness and dependability is dealt with through addressing credibility, integrity and researcher’s interest, presence and bias. These points are discussed below.

Credibility and Integrity

In ensuring credibility and integrity, the researcher’s interpretation of the data needs to be consistent with the meaning intended by the participants (Creswell, 2005; Mutch, 2005). A particular concern that may arise in qualitative studies is the subjectivity of the researcher which can have an influence on the data and papers produced (LeCompte, 1987, cited in Bogdan & Biklen, 2007). To overcome this, transcripts were viewed by other researchers as suggested by Silverman (2006) to ensure reliability/credibility/integrity of data. Additionally interview transcripts were returned to participants for viewing and comment before analysis (Mutch, 2005). In ensuring that the data collected from observations were credible and reliable at the end of each observation, detailed field notes were typed, dated and filed in my *Observation Folder* in the computer to avoid fallibility of human memory (Burns, 1997). Hard copies of each of the observations were also filed in manila folders for safe keeping, in case of Information

Technology failure. All of the observed lessons were conducted indoors in the classroom. During the observations, I sat at the back of the room in order not to disturb the class or be involved so as to avoid any potential bias (Burns, 1997). This position also gave me a better view of what was happening during the class lesson.

Researcher Interest, Presence and Bias

As a teacher trainer and lecturer in Physical Education in the Faculty of Education at the National University of Samoa, I have been interested in finding out how the teachers have been coping with the new Health and Physical Education curriculum for secondary schools which was introduced in 2005. Investigating what problems may be faced by the teachers will help in addressing these issues and improving on the training of teachers.

Researcher presence is always an explicit issue which needs acknowledging (Neuman, 1997).

Outlining personal views, bias and potential subjectivities will allow readers to take these into account when reading the thesis (Bogdan & Biklen, 2007). These issues are outlined in the limitation of the study.

Strengths

The main strength in this study was the ability to gain sufficient information, in a short period of time, by using a case study to investigate how teachers were implementing the Health and Physical Education curriculum. This was made possible by the use of case studies which provided valuable information through in-depth examination and investigation (Burns, 1997, Bogdan & Biklen, 2007). An added strength of this methodology was the ability of the

researcher to maintain close relationships with the participants in order to gain an insider's view of what is happening in the field (Burns, 1997).

Limitations

Although a case study was an appropriate methodology used in this research, there are also limitations to the study in that situations and events cannot be replicated or generalizations be made due to limitation of data (Bogdan & Biklen, 2007, Burns, 1997). One of the major limitations of the study was the time restrictions on data collection due to the study being on a part-time basis. It was difficult to conduct extra observations of teachers doing practical outdoor work, as the time of the year in which the study was conducted was towards the end of the school year and teachers were preparing for examinations. In addition, my position as a Physical Education lecturer could be an issue of subjective bias, in the selection of evidence to support or refute evidence found (Burns 1997). As previously mentioned I sought to address this bias through a range of methodological approaches.

Summary

This chapter looked at the qualitative methodology using a case study in the gathering and analysis of the data. Ethical issues, regarding researcher's subjectivity and bias are also discussed. In interpreting the teachers and principals' perceptions, and attitudes together with their pedagogical and content knowledge on Health and Physical Education as well as the availability of resources and training, the interpretative paradigm was used as a theoretical framework. The strengths and limitations of the study are also discussed.



CHAPTER FOUR

FINDINGS

Introduction

This chapter records the teachers and principals' perceptions of health and physical education, and the knowledge and pedagogical content, resources, attitudes and practices associated with the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sport and Culture, 2004). The data collected was taken from observations and interviews of teachers and principals and is presented in themes related to the interview questions. The documents that were listed earlier in chapter 3 relating to curriculum policies, feedback and framework as well as recent examination reports from examiners and moderators were also scrutinized. A number of themes emerged through the analysis of the data, but for this study, focus was centered on the four key themes.

What are the barriers Samoan principals and physical education teachers perceive as hindering the implementation of the Samoan Health and Physical Education curriculum?
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Perceptions and Attitudes of Health and Physical Education.

Curriculum Knowledge

Pedagogy and Content Knowledge

Resources and Training

Themes

Theme No.1: Perceptions and Attitudes of Health and Physical Education.

When one of the teachers was asked to define what physical education meant to him, his response was that it is:

To do with human movement, physical activity and the way we exercise

With regards to the Health and Physical Education curriculum he said:

la e malamalama lelei (I can understand it) and it is easy to follow, e leai se faafitauli (there is no problem) Na o le mea tau science ma fa'amakala ai parts of the body (except ones that had to do with science where we need to explain parts of the body, otherwise it is easy to follow such as physical needs and activities and diet)

For the principals, one had very good understanding of what physical education was all about as he was trained in the area. He noted:

Some of us are familiar with the teaching of these lessons, you know I completed a training like this in Fiji but then I couldn't really contribute to the programme because of my role as principal.

The other principal understood generally what was involved but was not so sure of the detail:

We take it literally from the word, physical education. It is something to do with power, with strength, the person could be strong with big muscles and that sort of thing. Initially once we talked about physical education it is to do with sports, with games, such as rugby, netball, soccer, exercises, but I am not sure now, it is really extensive now including health and fitness and building up of skills in sport

On the question of viewing Physical Education as an academic subject, one principal was very positive and noted:

Yes certainly, you can't teach to accommodate the weaker students as there are heaps of notes involved so it is academic. We need a teacher who is more confident academically to be able to present very well the theory part of it and not just the practical side of it. As I witnessed last year, he was a good sports person, but to be able to teach the skills to the students he was inadequate in that. They should not only be a sports teacher, they need to be an academic too. A coach is not

necessarily a good sports person.

The other principal was not so sure:

Yeah, why not, well it all depends, I am not sure about it being academic because when we talk about academic, we talk about english, maths, geography and about knowledge and these subjects are the core subjects. Physical Education, and Visual Arts are those vocational subjects but they are all academic as well. Physical Education extends into health, and we are talking about life, about staying fit and how to stay away from illness....Apart from knowing how to run with the ball, and how to score a try, how to throw a ball into the ring etc it applies also on how you feel, your emotions, makes you feel happy. It not just playing games.

One of the principals was proud that his school was the first to teach the subject and that five or six of the teachers were specifically for Physical Education, however he felt that these teachers needed more commitment:

o lea e faataua e matou faiaoga le PE (our teachers recognize the importance of physical education) E maua le to'a lima po'o le ono, o faiaoga e fa'apitoa nei i le PE (there about five or six teachers that are specific for PE) and I am happy to say we are the first school to teach it. Na amata na'o le Year 9 a o lea ua manaia aua o lea ua su'e i le School C ma le PSSC. O mea ia na aim i ai. (It is great now as we started only with Year 9 but it is even better that now it is examined for School C and PSSC. This is what we had aimed for).
The only problem we have is, o le augata o le faiaoga o le problem masani they are not committed na o le alu atu togi le polo na kiki atu kiki mai (The only problem we have is the teachers are lazy and not committed, all they do is throw the ball and just kick it back and forth).

the other principal stated that the Physical Education teachers his school had employed:

have been those who have not been good academically in other subjects and as Sports and Fitness (a subject offered at year 13 for the Pacific Senior School Certificate (PSSC)) is an unexaminable subject (i.e. assessment is all internally assessed).; We often don't get the better teachers for that subject. We need proper qualified Physical Education teachers, often we get PE teachers who are just good at sports but we also need a teacher who is able to do the job in the classroom and do the theory part of the programme. We have had many teachers

from NUS (National University of Samoa) and their performance and qualifications are questionable. The PE teacher we have had; his professionalism is lacking”.

This principal was also very disappointed with one of the three PE teachers, who was a Physical Education graduate:

he was a disappointment, he was not up to standard with his job. This PE teacher was terrible, he sat down on the ground while the children were playing volleyball, and then he was standing under the tree, not with them and you know I was very disappointed with this, and I actually went to him and told him off. The children are playing and they are not being taught the rules of the game

Regarding the question as to whether Health and Physical Education was a compulsory subject, both schools had Health and Physical Education as an optional subject. One of the principals was emphatic:

No, o la e optional ma le Year 9 to Year 13. All the vocational subjects are optional, aua ua tele tele mataupu, ae na’o le lima core subjects. Tele taimi e alu i le involvement i le Science from Year 9 to 10, e o’o atu i luga, ua tolu components o le physics, chemistry, ua le lava le taimi. (No, it is optional from Year 9 to Year 13. All the vocational subjects are optional, there are too many subjects and only five core subjects. Plenty of time is involved in the components of physics, and chemistry and there is not enough time for other subjects).

One of the teachers from School One explained the subjects that students had to choose between:

Years 9 to Year 11 PE is optional with Visual Arts and Social Studies, but Year 12 is optional with Visual Arts. For Year 13 it is Visual Arts and Maths

1. Teachers Attitudes with the implementation of the Health and Physical Education Curriculum

In analyzing the interviews on the attitudes of the teachers on the implementation of the HPE curriculum I found what I have termed “*topsy tervy or upside down*” curriculum. The reason for this was a result from observations where the lessons observed were conducted in the classroom.

This practice was revealed also during interviews, when the question was asked ‘has there been a

change in the attitudes of teachers and students towards Physical Education now that it has become an examinable subject?’ The teachers’ responses were:

Yes, i le taimi lea ae le’i sueina ai, e tau leai ni teaching i totonu o potu, e tele o le taimi e fai ai on the field with the ball.
I le taimi muamua foi ae le’i faia le exam, e fai a matou PE period, ae seāseā faia se exam, na’o o le o atu e ta’a’alo.
(During the time (PE) was not examinable there was hardly any teaching in the classroom, a lot of time was on the field with the ball.
At the time also before it became examinable, we had PE periods but we hardly had any exams, all we did was go and play).

With regards to teacher’s attitudes towards the subject, one teacher noted:

Kele suiga a faiaoga ina ua sui le PE course. Taimi ae le’i su’eina PE sa look down faiaoga i le PE ma e le’i ago i le aoga o sports ma physical activities ma le taua i le olaga a le tamaititi. Taimi nei ua latou tilotilo i le PE pei o le Igilisi ma isi mataupu ia e compulsory. Tamaiti e vaivai ua tuu i le PE class a o tamaiti lelei ua tu’u i isi mataupu.
(Many changes can be seen in the teachers since the PE course has changed. Teachers used to look down on PE and they did not place much value on the importance of sports and physical activities to the development of the child. Students who were weak in school were put into the PE class while the brighter ones were put in other subject areas).

This attitude reflects the attitudes and perceptions of the Ministry of Education where in 1976, its report described the “widening of the scope of subjects offered as well as widening the range in each subject area to cater for both the bright and dull students” (Department of Education 1976 p. 7). Bright students were placed in subject areas such as Maths, Social Science and ones that were regarded as academic. Students who were classified as ‘weak’ or ‘dull’ were put into vocational subjects of which, Physical Education, Visual Arts and Music were categorized. “We are very examination-oriented. We examine everything” (Professor A. F Le Tagaloa cited in Petana, 1995). With Physical Education being an examinable subject in the national School Certificate examination, changes in attitudes by the teachers and students have been very

noticeable. Before the curriculum became an examinable subject, Physical Education lessons were taken outside on the field as a 'play time'. Now it has become examinable:

ua tele le taimi e alu e teach ai tamaiti about PE. Lea ua tele foi suiga i faiaoga, lea ua o foi matou ia e teach matou lesona sometimes we go out, e fai ai nai practical, but not all the time we are inside the classroom. Teachers now treat PE the same as other subjects like English and other compulsory subjects.

(There is now plenty of time to teach PE. There is also a lot of changes in teachers, we are now going to teach our lessons. Sometimes we go out for our practical, but not....).

On the question on whether any lessons were taught outdoors, one teacher's response was:

O le tele o lessons e fai totonu vagana ai mo action ones e tele ai sports ma physical activities faatoa ave i fafo e faataitai ai skills ae tele lava e fai totonu o le potu ona o le tele Strands i mea tau theory foi gale mo health, pei o balanced diet ia, ma diseases e tatau ona cover.

(Many of the lessons are taken indoors apart from the action ones like sports and physical activities, these are taken outside to practice the skills. Most of the ime it is in the room because there are too many Strands and theory on health, such as balanced diet and diseases that needs to be covered.

Changes in the attitudes of students since Physical Education has become examinable were also evident in that students were now interested in the subject, and choosing Physical Education as one of their options:

Kele suiga a tamaiti ina ua amata ona su'e le PE o lea ua tilotilo i le PE pei o le Igilisi ma isi mataupu ma lea ua opt e ave mo latou mataupu. I le taimi ae le'i su'eina sa iai tamaiti na force e ave le PE. (Plenty of changes in the students since PE became examinable. They now view PE the same way as they do English and other compulsory subjects. Before it became examinable there were some students who were forced to take PE).

Physical Education is an optional subject together with Food and Textiles, Visual Arts, Business Studies and Maths. From this disclosure it was noticeable that students who were not interested or weak in any or one of these subjects, either chose Physical Education or were forced to take it.

2. Principals Attitudes towards Physical Education

Principals of both schools were initially very supportive of Physical Education being taught as a subject in their schools, but reservations were voiced about performance and attitudes of teachers after implementation of the new curriculum in 2005. The responses of the two principals differed in significant ways. one of the principals maintained a positive attitude towards the value of Physical Education as an academic subject as well as the outcomes derived from it, despite some reservations about performance of teachers and implementation of new curriculum.

He described his position succinctly:

I think (it) can be extended to other areas of life, we are talking about health....we are talking about stay(ing) fit andaway from diseases, apart from knowing how to run with the ball and how to score a try....and that sort of thing, it's very extensive.

In describing the value he placed on Physical Education, he added:

Ua iai tamaiti i le Year 12 School C ma le Year 13 PE
o lo'o faasikolasipi e le Digicel ona o high scores i le suega
(There are students in Year 12 and Year 13 (who are in physical education)
have received scholarships from Digicel (one of the two mobile
phone companies in Samoa) based on their high examination marks).

It is clear that with the high values and expectations that this principal has of physical education, as well as his experiences of the curriculum implementation and positive outcomes, such as scholarships for students has enabled him to maintain and promote physical education as a valuable subject, and curriculum offering for his students.

The other principal, however, has lost confidence in having the option of Health and Physical Education offered to his students and eliminated the subject from the curriculum altogether. Moreover, as a consequence of the performance and the results achieved for the year, which were perceived as dubious, one of the schools actually withdrew Physical Education as a subject. The poor performance of the teachers teaching Physical Education and the embarrassment of the

year 13 “Sports and Fitness” examination results, led to a decline in the principal’s confidence in the subject, as a valuable offering on the curriculum. This subject is examined as part of a regional qualification, Pacific Senior School Certificate (PSSC) and is 100% internally assessed. Results showed students who took this subject were scoring higher grades compared to those in other subject areas, thus casting doubt on the validity of the results and the level of difficulty of the subject itself. The principal provided this narrative as an explanation:

Unfortunately, physical education was not included in our program for this year (2009). We had preparation for the program in 2007 and implemented it last year (2008). I called a meeting with the teachers teaching PE to ensure the proper implementing of the programme but this teacher which I eventually sacked at the end of the year was disappointing, he was not committed to his job he just concentrated on the seniors because of the PSSC. The reason why we stopped PE , because the results that came out did not really reflect the abilities of the students. It was a kind of standard only form, compared to the rest of the other subjects, for one thing it is not examinable, it is all Internal Assessment (IA) based, and obviously schools were doing their own thing. The results showed the students getting grades 1 or 2 and this is 100% pass for all students for this subject, compared to other subjects who were getting grades 4, 5 or 6. There is consistency in other subjects, they have Internal Assessment and an Examination to sit, not like PE where it is all IA. So when I presented the results to the parents I painted a picture of the other subjects because there was consistency with one another.

Up to the time of the study and even up to the present moment, this embarrassing experience and the perception of the principal that the PE subject was too easy, resulting in the 100% pass and high grades for all those students who chose this option, has led to the elimination of this subject as one of the options for students at this school. Whilst this action may seem severe or even drastic, it demonstrates the realities of the Samoan education system and the consequences of poor implementation of curriculum change.

There were however some similarities in attitudes. For instance, both principals found that the teachers were generally:

too lazy to teach the subject, all they want to do is throw the ball to the

child and get them to kick it back and forth.

he sat down on the ground under the tree and they (students) were playing with the Volleyball and he was not with them

Theme No. 2 Curriculum Knowledge

From the observations of the indoor lessons, the teachers appeared to be more comfortable with indoor lessons especially those dealing with health. Lessons were of the 'chalk and talk' type, that is, notes are made on the blackboard and the teacher talks about the content of the lesson with small group activities but a lot more written work in the students' books. However both teachers felt that they needed more training in content knowledge:

Right now I need more training and understanding to extend my knowledge some topics mea tau science e kele ai le health e tau leai sou iloa so I seek other help (some topics which is to do with science and has a lot of health, I don't have much knowledge so I seek other help)

Biggest difficulty is trying to understand the Teachers Guide it doesn't give explanation on the various topics. Also as there is no student book so it is very difficult to try and plan and teach the subject. Some students understand what you are teaching but there are also a lot of weak students especially in English so I have to try and explain it in Samoan because some terms are difficult

When asked about out-door lessons the teachers saw it as 'play time' with very little constructive teaching involved. This attitude is based on the belief that how teachers behave and what they do is directed to a large extent by what they think (Placek, 1983).

The principals' comments described the teachers as:

too lazy to teach the subject, all they want to do is throw the ball to the child and get them to kick it back and forth

This pe teacher was a disappointment he was not up to standard with the job. He sat down on the ground while the children were playing volleyball while he was standing under the tree not with them and you

know I was very disappointed with this, and I actually went to him and told him off, the children are playing and they are not being taught the rules of the game

From results of interviews, observations and the National School Certificate Examination Report, it was clear that the teachers needed more practical training in the teaching of Physical Education:

O lo'o manaomia tele training i practical skills ma le teaching o le Health and PE
(I need training in practical skills as well as the teaching in Health and Physical Education as well as the prescription for School C)

Theme No. 3: Pedagogical and Content Knowledge

Interviews and observations of lessons showed that before the curriculum was made an examinable subject for the National School Certificate examination, the majority of the Physical Education lessons were conducted outside, with fewer students (less than 20) and less structured lessons. As an examinable subject, lessons are now indoors in the classroom and are more structured, involving teacher 'talk and chalk'. Class numbers are on the increase (more than 35) which means it is more difficult to manage large groups of students outdoors especially with such limited sporting equipment such as one ball. and consequently, outdoor activities have been reduced.

Regarding teacher qualification and preparedness, there was a need to get teachers:

who were more confident academically to be able to present very well the theory part of it (pe) and not just the practical side. We often get PE teachers who are just good at sports, but we also need a teacher who is able to do the job in the classroom and do the theory part of the program

One principal's wish was:

for this school, to have a Physical Education programme, but we need a good properly qualified Physical Education teacher to implement the programme so that we can start again

In the schools studied, one school had three fifty minute periods per week allotted to Physical Education and the other two hours per week for the lower classes with five hours for the Year 13 class involved in the Pacific Senior School Certificate.

The teachers' responses demonstrated an obvious desire and need for further development of their content knowledge and pedagogical skills. One teacher expressed his feelings in this way;

O le taimi nei ia te a'u ua ou manaomia se faalauaitetele ia ou malamalama i le skills o taaloga eseese ae maise taaloga pei o le Badminton. O leisi faafitauli o le tele o notes e au mai i le Teachers Guide ae leai se faamatalaga. O leisi faigata o leai o se Student's book (At this time I really need to broaden my understanding on different sports skills especially Badminton. Another problem is the great amount of notes in the Teachers' Guide but no explanation. Another problem there is no students books)

They also needed deeper content knowledge of the curriculum and understanding of the prescription for Physical Education. This was particularly manifested by the principals interviewed: One principal remarked emphatically;

We need a teacher who is more confident academically to be able to present very well the theory part of it and to teach the skills as well.

Both principals stated the need to have properly qualified Physical Education teachers. The principals' perceptions of the lack of understanding, knowledge and appropriate skills of the teachers concern was confirmed by comments made in the Examiner's Report of the 2008 and 2009 Samoa School Certificate Examinations (Ministry of Education, Sports & Culture, 2008; Sio, 2009). Findings from the examinations with a perusal of students' responses alerted the examiner to the fact that students showed little understanding of the questions and what was

required of them, indicating to the examiner a serious gap and/or lack in the teachers' pedagogical skills as well as understanding of the content knowledge of the curriculum.

Theme No. 4: Resources and Training

With regard to resourcing, both the schools under the study had adequate sporting fields for outdoor activities. School One has a large field suitable for rugby, athletics and activities needing large playing areas. School Two has hard court areas for tennis, volleyball and basketball, a large field for rugby and athletics. One school had an indoor facility that could be used for activities such as dance but the other had none. Gymnastics is not part of the curriculum as yet and therefore equipment for that is not required. Both schools stated that they had enough equipment provided by their Ministries but at the time of interview, the type and amount of equipment was not clearly described.

In response to the question, "Do you feel you are appropriately resourced to implement the Health and Physical Education curriculum?", the teachers' responses demonstrated that the situation regarding resources was frustrating in the past but is now improving:

No that's a big problem, not enough equipment. E iai le polo (there is a ball) but only one

In the previous year there was hardly any resources and I had to go to the hospital or family health to find some information to help me with my lessons on health. I also use the internet to get more information that is needed so I can cover what is in the curriculum. As for sports equipment it is good as every year we get a supply from Seb's sports shop We also got a big supply of equipment from the CDU

As far as the principals were concerned one principal said:

We have more than enough equipment, We have the budget e aumai ai mea ia po'o a ituaiga mea e mana'omia, mo le aulakapi, uniforms, netball, soccer, volleyball mea uma na. E play atu fo'i le matou part ,ae ia lelei le latou faatinoga. E matuai tele atu mea lo'o iai nei lo mea sa iai muamua

(We have the budget to get whatever is needed for rugby, uniforms, netball, Soccer, volleyball, all of those. We play our part, and they (teachers) should perform as well. There is more now than before).

The other principal's comments were:

We have 4 netballs, 4 balls for other sports, and for rugby we have 20 balls. There are small ones for their practice and there are the match balls

Supply of equipment for School One is obtained locally from one of the sports shops, Seb and

Rene, or through the sports section of the Ministry of Education, Sports & Culture:

The sports section of the Ministry sometimes provides the sports equipment which we can borrow and return after use

School Two gets their supply of equipment from overseas, mainly through donations.

With regards to training, according to the teachers:

There has been very little in-service training in PE. The only other workshop besides the one held earlier on the curriculum, was the one held recently on feed back on the school cert exam. The sports section of the Ministry provides some information on sports skills

The allocation of time for Health and Physical Education for both schools follow the recommended time of 5 hours per week for Years 12 and 13 (Ministry of Education, Sports & Culture, 2006). For School One, Years 9 to 11 have one hour per week for Physical Education, while School Two has two hours per week.

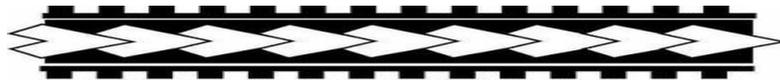
Documents

The documents that were reviewed revealed some of the difficulties that were encountered in the implementation of the Health and Physical Education Curriculum. Despite the principles of equity, quality, relevance and efficiency (Ministry of Education, Sports & Culture 2006 p.3), underpinning the Samoa education system, there are still many areas in the Health and Physical Education curriculum that has not been fulfilled. The Curriculum Feedback Report, (Ministry of

Education, Sports & Culture 2008), documented the insufficient resources available in the schools to teach the curriculum. There were no students' books to support the teaching of the curriculum and a great need for sports equipment for the practical part of teaching and demonstration of skills required in the curriculum. This lack of resources and in particular sports equipment for Health and Physical Education courses is also being discerned in the recent educational statistics for Samoa (Ministry of Education, Sports & Culture, 2010) where there was no mention of sports equipment for both primary and secondary schools. From the Samoa School Certificate Examination Health and Physical Education 2008 Exam Report (Ministry of Education, Sports & Culture 2008), and the School Certificate Examination Health and Physical Education Examiner's Report 2009 (Ministry of Education, Sports & Culture, 2009) findings from the examination showed that students answers and responses to questions, showed that there were challenges in what the students were learning with information they had obtained. This meant that there were questions raised about the teacher's understanding of what was required of them in the teaching of the curriculum, or in other words lack of curriculum knowledge. The 2009 Samoa School Certificate Examiner's Report commented on the gaps which were evident because many students had not taken Health and Physical Education for Year 9 and "they may have missed out on the teaching and knowledge that they should have received from previous years of learning about this topic" (Sio, 2009, p.9). There was concern at the number of students (73 out of 226) who had withdrawn from sitting the examination, which the examiner believed pointed to the need for teachers to make the subject interesting and worthwhile.

Summary

This chapter discussed the findings that resulted from the analysis using the thematic approach. The findings are a description of what was analysed from interviews, observations and review of documents and this forms the foundation for the discussion in the next chapter. The results that were documented as four separate themes evolved from the dialogue (talanoa) between myself as researcher and the participants in an attempt to understand what was happening (Roth, 2009). Overall there were no significant differences between the male and female informants in this study.



CHAPTER FIVE

DISCUSSION

Introduction

This chapter discusses the main findings that emerged from the case study that was undertaken for this thesis in the context of the theoretical discussion raised earlier and the particular situation of contemporary Samoan education. In relation to the broad principles that underpin Samoan education, it is interesting to note that whilst they have defined the ideals for educators to aspire to such as equity, quality, relevance and efficiency (Ministry of Education, Sports & Culture 2006, p. 3), nevertheless the findings of this study demonstrate that the reality in the schools leaves much to be desired. There is still much to do and a long way to go before these ideals are realized.

The discussion focuses on the four themes that were categorized in Chapter Four on Findings.

These themes are:

1. Perceptions and Attitudes of Health and Physical Education
2. Curriculum Knowledge
3. Pedagogical and Content Knowledge
4. Resources and Training

The first theme discusses the teachers and principals perceptions and attitudes towards what they believed physical education is all about. The second theme, looks at the teachers' and principal's knowledge of the curriculum and theme three focuses on their understanding of pedagogical and content knowledge. Theme four reviews the resources and in-service training that are available

for the teaching and professional development of teachers towards the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum.

Theme 1: Perceptions and Attitudes of Health and Physical Education

Physical education in Samoan schools has been for many years marginalized and replaced by other subjects that were seen as more important. Secondary school teachers have not taken Physical Education seriously and have not valued its potential contribution in the development of the child, socially, physically, mentally, and spiritually (Rasmussen & Sio, 2004). As Morgan, et al. (2002), comment, high-quality Health and Physical Education programmes depend entirely on how it is perceived and valued by those teaching it. In the analysis of the responses in this study, the teachers appeared to have a fairly good understanding of Physical Education. They defined it as "learning through human movement, physical activity and the way we exercise", a definition which, although not quite in line with learning in, through and about movement (Arnold, 1979; Gatman, 2005; Tinning & et al, 1993) the general meaning is understood. However, this understanding of Physical Education as 'learning through movement' is not being practiced in the schools, as observed during the times of observations of the lessons. Both scheduled observation lessons were conducted indoors in the classroom. As one of the teachers remarked "Sometimes we go out for our practicals but not all the time, we are inside the classroom (most of the time)". This practice causes great concern as to the real purpose of Physical Education, which has as one of its major aims developing and maintaining a healthy body through physical activity.

As for the principals, one had a clear understanding of what physical education involved while the other related it to sports; a portrayal, similar to many who still view physical education as sports (Buchanan, 2001). In reviewing the literature relating to the question on the principals and

teachers' perceptions of Health and Physical Education, researchers in this field showed that teachers' perceptions were influenced by their beliefs and values which played an important role in the learning process. The teachers' belief system played an important function in their decision on what was to be taught (Chen & Ennis, 1996). Given the context of Samoa as a developing nation and currently listed as (arguably) one of the ten Least Developed Countries (LDCs) (So'o, 2006), the attitudes of teachers and in particular the principals of schools is an extremely vital factor in the successful implementation of curriculum change. This was demonstrated very clearly when one of the principals removed the subject Health and Physical Education from the curriculum as a direct result of his disappointment about teacher performance and doubts about the validity of results which were derived from Internal Assessments.

These beliefs and perceptions are important as some view Physical Education as one that separates the mind and body and that "physical education is for those students with less intellectual ability" or "not for high achievers, it is for those who are more practical" (Culpan, 1998, p. 4) Despite being recognized as a great means for promoting and encouraging active lifestyles, physical education has been historically marginalized as low status (Culpan, 1998; Ha, et al, 2008; Johns, 2003; Morgan, et al, 2002) and viewed as 'easy going' and unimportant (Kim & Taggart, 2004; Pereira, 2006). This low status has been linked to the "lack of official assessment" (Hardman & Marshall, 2000 cited in Hay, 2009, p. 214) or a lack of academic value (Chan et al., 2006; Hay, 2009; Morris, 1996). In addition, one of the most important reasons for Physical Education not being given its rightful place in the curriculum as a valuable subject was the perception that it was "sports" only and a waste of time, because most people did not recognize its merit as one that promoted and maintained a 'healthy mind in a healthy body'.

Findings from this study showed that teachers and principals, as well as officials of the Ministry of Education, Sports and Culture, carried this attitude of mind and body being two separate entities. Those who had the brains were put into the so called academic subjects such as English, Maths, Social Science, to name just a few; while those considered to be “dull” (Department of Education, 1976, p. 7) or weak were put into the vocational subjects such as Physical Education. Because Physical Education was not examinable it was considered by Samoan parents as well as teachers to be “a waste of time” and “a distraction from getting good exam results” (Pereira 2006, p. 69).

In an interview with Petana (1995) Professor A. F. Le Tagaloa noted that “we are very examination-oriented. We examine everything” (p. 68). This view was also supported by the former Chief Executive Officer of the Ministry of Education, Sports and Culture, Levaopolo Tapilimai Tupae Esera (2005) in his report which underlined the emphasis that was put on examination and academic excellence. This had a direct impact on subjects like Physical Education, resulting in teachers sacrificing lessons for additional lessons in Maths, English, and other more valued subjects. Many students also felt the same way. As subjects such as Physical Education were not recognized as formal subjects, and not examined, they were not considered to be important (Pereira, 2006). This attitude is reiterated by Hay (2009) who defined the value aspects of curriculum subjects which provide a tool as a reward by assigning value in the form of grades for those who possess a value on knowledge and skills (Hay, 2009).

In 2008, assessment for the Samoa Secondary Schools Health and Physical Education subject was inaugurated, as one of the Secondary School Certificate (SSC) examinations for year 12. The assessment for this consisted of a sixty (60) percent Internal Assessment (IA) prescribed at the beginning of the year and forty (40) percent final examination held at the end of the year.

For year 13 students, Physical Education was categorized under a subject called “Sports and Fitness” with its prescription set by St Andrews College in Tonga. Assessment for this programme was conducted under the Pacific Senior School Certificate (PSSC) examination, a regional assessment qualification with the headquarters responsible for its administration the South Pacific Board of Educational Assessment (SPBEA) located in Suva, Fiji. This regionally assessed PE course was 100% internally assessed. It is interesting to note that recommendations from the Health and Physical Education 2008 Samoa Schools Certificate Examination Report included strong advice for teachers to use the curriculum as the main document to teach this subject and prepare the students for examinations. The examiners reported that student answers reflected that they had not covered some topics. In a similar vein, Taulealo (2007) reported that teachers need to appreciate the consequences of **not** following the curriculum and examination description when it comes to national examinations.

Regarding teachers’ attitudes towards physical education now that it has become an examination subject, findings from this study illustrate that there has been a change in both teachers’ and students’ attitudes. Prior to becoming an examination subject, Physical Education was like those of other countries, for example Hong Kong where Physical Education was not included in subjects that were classified and perceived as valid on the basis of academic value (Chan, et al, 2006). In Samoa, when Physical Education became examinable, a lot more time was given to the teaching of the subject indoors with little time spent on going outdoors for practical sessions. As one teacher commented:

I le. taimi muamua ae le’i faia le exam, e fai matou PE period e seasea foi su’e pe faia se exam, na’o le o atu a’o ta’aloga a o le taimi nei ua tele le suiga lea ua i ai ua fai le silapasi. Ua teach matou lesona, sometimes we go out, e fai ai nai practicals, but not all the time we are inside the classroom.

(At the time when (physical education) was not examinable, we did our PE

periods but we never set any exams, we just went out to play, but now there is a lot of changes, we do the syllabus. We teach our lessons, sometimes we go out, for practicals but not all the time we are inside the classroom).

This change of practice has been voiced also by physical educators in New Zealand at a Physical Education Conference held in Auckland in July 2010 (Jones, 2010), where a question was posed to a group of panelist on “Where is the practical in Physical Education?” (Jones, 2010, p. 3). As reported by Jones (2010), Hazel Stokes stated:

Throughout my school life I have experienced a number of changes to physical education with the amount of practical having been overtaken by theory. Our assessment has been determined increasingly by our ability to write which is highly academic (p. 3)

Teachers in Samoa also began to treat Physical Education like other academic school subjects.

As one teacher noted:

Ua kele le suiga o faiaoga ina ua amaka ona sue. Kele faiaoga sa look down foi gale sa le ago i le aoga o sports ma physical activities ma le taua i le olaga a le tamaititi ae lea ua tilotilo i le PE pei o le Igilisi ma isi mataupu foi lea e compulsory
(There has been changes in the teachers since (physical education) has become examinable. Many teachers used to look down on (PE) they did not see the value of sports and physical activities on the life of the child. Now they look at PE the same way they do with English and other subjects that are compulsory).

As for the principals, both were supportive of Physical Education being taught as an ‘academic’ (my emphasis) subject, although they were both critical of the skills and teaching methods of the teachers and especially the way they conducted outdoor lessons. They commented:

They are too lazy to teach the subject, all they want to do is throw the ball to the child and get them to kick it back and forth

This PE teacher was a disappointment he was not up to standard with the job. He sat down on the ground while the children were playing volleyball while he was standing under the tree not with them and you know I was very disappointed with this, and I actually went to him and told him off, the children are playing and they are not being taught the rules of the game.

In a study by Kim and Taggart, (2004) in a Korean primary school this attitude by teachers was also noted where “teachers of physical education typically give their students little or no instruction while allowing them to have free play or other non-physical activities during the time allocated to physical education” (p. 1).

Regarding attitudes towards Physical Education as an examinable subject, one school did not include the PSSC results for Physical Education in their final report to parents. The reason for this was because students were getting Grades of 1 and 2 (an assessment in the vicinity of 90 to 100 percent). The principal felt that these were far too high in comparison to other subject areas where grades fell between 5 and 6. He commented:

The results showed the students getting grades 1 and 2 and this is 100% pass for all students for this subject compared to other subjects who were getting grades 4, 5, or 6. These is consistency in other subjects, they have Internal Assessment and an examination to sit, not like PE where it is all IA. So when I presented the results to the parents I painted a picture of the other subjects because there was consistency with one another

This attitude is recorded also by Chan, et al, (2006) where grades of students performing well in Physical Education were not recorded in the final years’ results because of its marginal status and its lack of value as a valid academic subject.

Theme 2: Curriculum Knowledge

Curriculum design has three main functions: to produce a curriculum, to implement it, and to assess the effectiveness of the curriculum (Beauchamp, 1968 cited in Virgilio, 1984). These functions which involves planning, implementing and evaluating are on going and cyclical, (Virgilio, 1984). Curriculum implementation involves incorporating and appraising what happened during the construction and development process of the curriculum, which is an

important process as this will help in the preparation and acceptance of the new programme (Virgilio, 1984). However, the problem that has been encountered by schools who are trying to implement a new curriculum is the lack of specific knowledge regarding the curriculum implementation process (Virgilio, 1984). This may be due to the lack of planning on the implementation processes, and confusion between curriculum and instruction (Gress, 1978, cited in Virgilio, 1984). As Resnick and Klopfer note, “To know something is not just to have received information, but also to have interpreted and related it to other knowledge” (1989, p. 4). From the findings of this study, the Physical Education teachers had great difficulty in understanding what was required by the curriculum and in particular what was in the Teachers Guides. As one teacher stated, “my biggest difficulty is trying to understand the Teachers Guide, it doesn’t give explanation on the various topics.” This lack of understanding of the curriculum is apparent in the results of the Samoa School Certificate exam as reported in the 2008 and 2009 Samoa School Certificate Examination reports where students lack of understanding reflected perhaps the teachers’ own lack of relevant information imparted to the students of what was contained in the curriculum. This incredulousness is perhaps due to the lack of curriculum implementation process and teachers being given new curriculum handbooks, such as the Teachers Guide, with expectations of implementation after only a brief in-service effort (Virgilio, 1984). As suggested by Fullan and Stiegelbauer (1991 cited in Ha, et. al, 2008) although curricular changes seem easy they are often challenging in practice and involve a lot of directing, guiding and evaluating (Johns, 2002; Ha, et al, 2004).

From this research study, the principals’ perspectives, particularly with regard to the teachers, demonstrated a lack of confidence. This could be seen in their comments in relation to the teacher’s knowledge of the curriculum, their skills and training. Generally they perceived that the

teachers were lacking in professional commitment: “all they want to do is give the child the ball and get them to kick it back and forth”. Perhaps it is the lack of preactive teaching (Jackson, 1968, cited in Placek, 1983), involving preparation and planning, prior to the teaching that has resulted in the way teachers behave and think (Placek, 1983). On the other hand Faoagali (2004), stresses the point that while theoretically schools are often considered to model the community they reside in, this is not the case in Samoa. “Schools in Samoa reflect firstly ideologies of the European culture that introduced the system, secondly the colonial government administration and lastly the **aid-donor** (my emphasis) countries that continue today to provide funds for ‘reform’ projects” (Faoagali, 2004, p. 95). This could be seen as some of the influences that apply to the reform of the curriculum and the implementation of the new Health and Physical Education curriculum. Due to the colonial and post colonial history of Samoa (Beeby, 1966; Meleisea, 1987; Fairbairn-Dunlop, 1991; So’o, et.al., 2006; Pereira, 2006), the current educational system is quite complex exhibiting what Gatoloaifa’a’ana Tili Afamasaga described in a recent interview as “playing catch up” further adding that “we are always behind in the cycle of change”. This comment is very apt in relation to implementation of new curriculum especially in the light of the aid received from overseas donors in the form of consultants and curriculum materials reflecting the curricula and educational directions of Western metropolitan countries, indicative of Macdonald’s (2003) top-down form of curriculum change.

Research has suggested the main reason for the failure in the teaching of Physical Education was due mainly to the teachers lack of curriculum knowledge (Holfman, 1987, cited in Siedentop, 2009). In a study by Ha et al, (2008) on Hong Kong teachers, they also reported the lack of confidence the teachers had in procedural knowledge. This lack of procedural knowledge was

also found in the Samoan teachers that were involved in the study. As one teacher commented “Right now I need more training and understanding to extend my knowledge on some topics”.

Theme 3: Pedagogical and Content Knowledge

The findings on the pedagogies used by the Samoan teachers in the teaching of the Health and Physical Education curriculum in this study, indicate that before Physical Education became examinable, classes were held outdoors where lessons usually involved free play, where a ball was given to the students to play with, while the teacher either watched from under a tree or was occupied doing something else. This practice was also reported by the principals who were critical of the way the lessons were conducted and the lack of commitment demonstrated on the field where teachers removed themselves from the student interaction and observed them from a distance which led to the comment by one principal “they were too lazy”. Esera (2005) also observed the haphazard and disorganized nature of the Physical Education lessons in the Samoan schools where many Physical Education teachers send their students to “(play)around with the ball on the field or use it as a free period to relax and catch up with other studies” (p.4).

Kim and Taggart (2004) in a study on a Korean primary school, documented this practice where teachers used Physical Education as time for free play. Similar studies conducted in other Western countries also showed the same problem of non-instructional teaching in Physical Education (Kim & Taggart, 2004). This practice brings to one’s mind questions regarding the teachers’ pedagogical knowledge and confidence in teaching outdoor physical activity lessons. There is an obvious lack of skill and ability or perhaps know-how on the teaching of outdoor practical Physical Education lessons.

However, from teacher observations I undertook in this study, teachers appeared to be more comfortable in teaching indoor lessons than outdoors and when asked as to the reasons for this, responses pointed to the amount of theory and topics that had to be covered in the health strand of the Health and Physical Education curriculum “Ua tele Strands i mea tau theory fo’i gale mo Health, pei o balanced diet ia ma diseases e tatau ona cover”, (There are too many Strands and theory on health, such as a balanced diet and diseases that needs to be covered). This confirms Culpan’s (1996/97) observations that many teachers separate the mind and body without understanding that humans act with knowledge and intelligence and “learn in and through movement” (Tinning, et.al., 1993 cited in Culpan, 1998, p. 4). As pointed out by one of the teachers in the study “topics mea tau science e kele ai le health e tau leai sou iloa so I seek other help”, (Some topics to do with science and has a lot of health, I don’t have any knowledge so I seek other help). It is likely, too, that they had greater pedagogical knowledge relevant to teaching in the classroom, rather than outdoors. These practices would support Shulman’s (1987) view about the need for the teacher to rely on the base of content knowledge and a basic understanding on the subject being taught as well as a wider knowledge base to be able to convey alternative explanations of comparable ideas and philosophies. It would appear that there is a great need for professional development and upgrading of content and pedagogical knowledge at all levels of the Samoan Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004).

Theme 4. Resources and Training

This theme is vital, as without resources and training it will be very difficult to implement any curriculum particularly for those subjects that incorporate a practical component such as Health

and Physical Education Meaningful professional development is one of the vehicles that will help equip teachers with adequate knowledge and opportunities to develop new concepts of learning, that will help extend their knowledge and help them learn new instructional strategies (Chen, 2006). The provision of resources, such as sports equipment, the Teachers' Guides that were compiled by Rasmussen and Sio (2004) for Years 9 to 12 and other relevant material supplied by the Ministry of Health and the Family Health Office as well as academic courses offered by training providers such as the National University of Samoa are all part of the support network that are needed for the successful implementation of the new curriculum.

With advances in information technologies and communication, together with the goals and objectives of the Ministry of Education, Sports & Culture (MESC) as well as the Samoan Government's expectations, the development and implementation of new curricula, such as the Health and Physical Education for primary and secondary schools, has occurred (Ministry of Education, Sports & Culture, 2006). In order to facilitate this new development, in-service training of teachers on the curriculum was held at the beginning of 2005 and 2006. Furthermore, opportunities for further training are also available at the tertiary level. For example, as Physical Education is one of the majors, offered for the Diploma and Bachelor of Education Programmes at the National University of Samoa, student teachers enrolled at the Faculty of Education, can choose a curriculum paper on 'Teaching Health and Physical Education at Secondary Schools' which is coded as HEP265.

It is very clear that professional development or in-service training as well as allocation of time and provision of resources and equipment are extremely important if Physical Education outcomes are to be achieved (Fraiser-Thomas & Beaudoin, 2002). Ha et al., (2004) also emphasized the preparatory stages in that before any curriculum is implemented, it is imperative

that professional development programmes are carried out to ensure that there are changes in the teachers' classroom practices, attitudes, and beliefs, as well as students' learning outcomes (Guskey, 2002). Professional development must be carried out for teachers as well as principals, as they are continuously learning (Riley & Louis, 2000; Ryan & Cooper, 2004) In-service training for teachers help them to become familiar with the curriculum and provide strategies for implementation. Before the Samoa Secondary Schools Health and Physical Education Curriculum was introduced into the schools in 2005, an in-service training workshop was conducted by the Curriculum Development Unit (CDU) of the Ministry of Education, Sports & Culture. This workshop also involved collaboration with staff from the Faculty of Education at the National University of Samoa, who were involved in the training of teachers in Physical Education as well as those from the Ministry of Health responsible for health and nutrition areas. This collaboration as stated by Ha, et al., (2004) provides teacher development relating to issues such as improving teachers understanding and pedagogical strategies in up to date physical education and health related curriculum as well as assessment practices.

From the findings of this study, it was clear that the teachers had very little extra in-service training since the implementation of the curriculum, apart from a few one day contacts with the section of the Ministry of Education, Sports & Culture that deals with the Fiafia sports programme for primary schools. As the teachers indicated, "There has been very little in-service training in PE. The only other workshop was held recently to provide feedback on School Certificate exam". This exam was the year 12 School Certificate examination that was held in 2008. This meant that the teachers conducted their teaching with very little support or feedback. This lack of in-service training had an impact on the teachers' ability and confidence in teaching the new curriculum. Faoagali (2004) and Taule'alo (2007) reported the same phenomena with

regards to different curriculum areas in Samoa, namely Food and Textile Technology and Visual Arts respectively. As Virgilio (1984) discussed, staff development opportunities are very important. Patterson and Czjkowski (1979, cited in Virgilio 1984) also noted the importance of staff development through a series of in-service workshops.

The findings of this study demonstrate that teachers also remarked on the lack of equipment and resources that were available for their classes. Many a time they had to go to the Health Department to find appropriate resource materials to teach topics relating to health or access the internet for information. “In the previous year there was hardly any resources and I had to go to the hospital or Family Health to find some information to help me with my lessons on health. I also use the internet to get more information that is needed so I can cover what is in the curriculum”. As for equipment for practical activity, one teacher reported the lack of equipment “That is a big problem, not enough equipment. E iai le polo (there is a ball), but only one”. For a subject like Physical Education, adequate supply of equipment is very crucial, if the subject is to be taught well and efficiently. One ball amongst a class of twenty or thirty will mean that some students will never get a chance of touching the ball let alone learning and practising a skill that needs to be perfected. In Samoa it is interesting to note that in the most recent publication of educational statistics (Ministry of Education Sports & Culture, 2010) there is **no** mention of sports equipment for both primary and secondary schools. Facilities mentioned include student desks, student chairs, computers, TVs, telephones and photocopiers. This emphasizes the low value placed by the Education Ministry on Sports and Physical Education in the schools and the marginalized status of this subject in the curriculum. The absence of such data relating to important and vital resources also confirms a situation of lack and insufficiency for Health and Physical Education.

In a study of PE teachers in England, Penny (2002) reported on how the teachers there also experienced challenges of not being adequately trained and of often not having the required resources and facilities. A similar problem was also found by Ha et.al, (2008) in the Physical Education programmes in Hong Kong where there was a need for adequate resources to be allocated to Physical Education, if it is to be a key learning area.

As far as facilities are concerned, both of the schools in the study have adequate outdoor facilities, as each has a large field which caters for sports such as rugby and soccer and other sporting activities requiring large open areas. One school has hard courts suitable for tennis and basketball but both do not have indoor facilities for wet day programmes or for activities that are preferably implemented indoors.

Summary

In this chapter, issues relating to the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum were addressed. Matters concerning teachers' perceptions and attitudes towards Physical Education, the knowledge regarding the curriculum, as well as the content and pedagogical knowledge in the execution of the curriculum were also discussed. The implications of resources and professional development were also examined.



CHAPTER SIX

CONCLUSION

Introduction

The aim of this study was to investigate the barriers that teachers perceived that had hindered the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004)). In an attempt to answer the research questions, a qualitative case study methodology involving observations, interviews and document analysis was used for this research.

From the research, four main themes evolved, where teachers perceptions and attitudes towards what they referred to as Physical Education was discussed, their understanding and knowledge of the curriculum as well as their pedagogical knowledge was observed and the resources and in-service training that was available to them was also recognized. These themes were obtained through the analysis of the interviews, which provided an overview of the problems associated with the implementation of the Health and Physical Education Curriculum.

Answering the Research Questions

From the findings of the study on the perceptions and attitudes of teachers and principals regarding Physical Education, it was clear that the teachers and principals involved in the study had a good understanding of Physical Education, being a subject where one learns in and through movement (Tinning et al, 1993). However, attitudes of other teachers before physical education became an examinable subject, viewed it as one of little value and a waste of time; a subject of

marginal status (Culpan, 1998). Student who were classified as 'weak', were signed up for this subject or even forced to take it.

On the question regarding curriculum knowledge, it became clear that the teachers were not very confident with what the curriculum was about and had much difficulty in understanding the contents. Concern was also noted on the amount of content that was to be covered, in particular the great emphasis on health. As a result of this, most of the lessons were conducted indoors using 'chalk and talk' where the teacher explained and wrote information on the blackboard, while students copied these notes into their exercise book. Very little activity or analytical thinking was involved.

Pedagogical and content knowledge was another procedural concern as practical outdoor lessons were free play by students with little or no constructive teaching involved. According to the principals, there were lessons where students kicked the ball back and forth while the teacher watched from afar. This practice may be accounted for by various reasons, such as teachers' lack of teaching techniques regarding practical skills or insufficient equipment to cater for a large size class. Language was also a problem that teachers faced in trying to teach the subjects as many students found English a problem and an attempt was made to also use Samoan the mother tongue in order to get the message across.

On the question regarding appropriate resources to implement the curriculum, it was evident from the teachers responses that during the first year of the implementation of the curriculum, there was a lack of appropriate resources in the way of text books, and students books to support the teaching of the curriculum, especially with materials regarding health. As for sufficient equipment for use in practical lessons such as balls, cones and ropes to name a few, this was either not available or there was not enough to cater for large classes. Another area that was

made evident was the limited in-service training or workshops to upgrade the teachers practices in the teaching of the curriculum. Apart from the initial in-service training held after the completion of the curriculum, no other training was conducted in this area, apart from a workshop to provide assessment feedback after the Year 12 School Certificate examination.

In answering the main research question of the study about the barriers that hindered the implementation of the Samoa Secondary Schools Health and Physical Education Curriculum, the study found that examinations played an important role in the subject not being taught and recognized. Because it was not examinable, it was not important. It was used as a play period where students were given a ball to kick around. Teachers regarded physical education as inferior and viewed it as a subject of no use or of little importance. This is an attitude that has historically been acknowledged in regards to a marginalised subject of low status (Culpan, 1998, Johns, 2003; Morgan, et al, 2002). This low status as Hardman & Marshall (2000) have stated is attributed to the “lack of official assessment” (p. 214, as cited in Hay, 2009).

In 2008, when health and physical education became an examinable subject in the Samoa Secondary School Certificate (SSC) examination for year 12, changes in attitudes of the teachers and students became noticeable. Teachers now taught it and recognised it as a “real subject” and treated it like other subjects. Before the curriculum became an examinable Subject Physical Education lessons were taken outside on the field as ‘play time’. Students who were “weak” academically were put into or forced to take physical education. Now that it is examinable, there is a turn around, Physical Education lessons are indoors with very little outdoor activity. Students who have a genuine interest in the subject are now choosing it as an elective. This turn around in the pedagogy of teaching Health and Physical Education, from outdoors to indoors, is a “topsy turvy” inside-out methodology which brings new concerns and questions. The general aims of

the curriculum Strand on Active Human Movement focuses on developing knowledge, understanding, skills and attitudes to pursue active and healthy lifestyles through movement and regular physical activity. However, despite the problems and barriers that were associated with the acceptance of Health and Physical Education as an academic subject, there have been some changes in attitudes and perceptions of teachers, administrators and the community as a whole towards Physical Education. Since becoming an examinable subject, there is a noticeable increase in schools now including Health and Physical Education as a school subject. In 2008, only four (4) school and sixty-five (65) students sat the Samoa School Certificate, in 2009 eight (8) schools and one hundred and fifty three (153) students was recorded by the Curriculum Development Unit (CDU) of the Ministry of Education Sports & Culture, with a further increase in 2010 (discussion with Gauga Wong, CDU Senior officer). 2010 also marks the inauguration of Health and Physical Education as an examinable subject for the regional Pacific Senior Schools Certificate for year 13 students.

Why did it take so long for Physical Education to be recognized as a subject?

Examinations played an important role in the delay in being recognized as a subject. The early domination of New Zealand examinations such as the New Zealand School Certificate and the New Zealand University Entrance, (now replaced by the Samoa School Certificate and the Pacific Senior Secondary School Certificate) were very prestigious and very much sought after. National examinations in Samoa occur in Years 8, 12 and 13. Years 8 examinations, determines entry into senior secondary schools. The attitudes of parents and employers and the public in general enforced the persistence and existence of examinations. Teachers also placed great importance on examinations as results that were published by the media provided acknowledgement and recognition of not only themselves but also status within the community.

This practice became one of the biggest barriers to the teaching and status of Physical Education, as it was a non-examinable subject. Subjects that are examinable are regarded as academic and given priority. Vocational and practical subjects such as Food and Textiles, Design Technology, Physical Education, Music and Visual Arts are considered as non-academic, “filler in” and unimportant.

Before the introduction of the 2005 Samoa Secondary Schools Health and Physical Education Curriculum (Ministry of Education, Sports & Culture, 2004) there was no formal written Physical Education curriculum, even though it was one of several curricular subjects in the school programme’. Physical Education as a school subject was ad hoc, informal and appeared or disappeared on the school timetable much like a phantom (Rasmussen, 2007) due to the attitudes and perceptions of the teachers and administrators. It took more than a generation, almost thirty seven years before a curriculum for Health and Physical Education was written and implemented. It was also not a core subject in schools. Ironically, Physical Education is not a compulsory subject in schools although it is written down as being compulsory in the National Curriculum Policy Framework (Ministry of Education, Sports & Culture, 2006) for Years 9 to 11 and one of the optional subjects for Years 12 and 13.

To make matters worse, there has been historically a lack of employment opportunities for graduates in this subject area compared to other subject areas in the curriculum. Even with the contemporary emphasis and high media profile given to regional, international and global sporting competitions such as the Rugby World Cup and the International Rugby Sevens Competitions as well as the Oceania Sporting Competitions, there are still very few employment opportunities in Samoa for those graduating with sports qualifications. As a result,

parents do not encourage their children to take up Physical Education or Sports as a career. This makes it very difficult for the subject to be accepted as valuable and important.

The lack of basic equipment and facilities only adds to the current marginalized status of the subject. The lack of adequate equipment makes it especially difficult to ensure that every child has a chance to be involved actively. This is contradictory to one of the key principles undergirding the educational system, namely that of equity where every Samoan child is supposed to be treated equally, and ideally guaranteed the opportunity to advance to his or her fullest potential. This promise of providing quality education for all in Samoa (Ministry of Education, Sports & Culture, 2006) has a long way to go before being fulfilled and could be seen by many as ‘pie in the sky’.

Finally one of the most important reasons for Physical Education not being recognized in the curriculum as a valuable subject was that it was viewed as “sports” only and a waste of time, because people did not recognise its merit as one that promoted and maintained a healthy mind in a healthy body.

Although Physical Education was always included as a subject in the policy framework of the Ministry of Education, Sports & Culture, it was never enforced or given any priority by the administrators. It was regarded as a subject of marginal status; almost phantom-like in its nature.

Implications and Recommendations:

Research has shown that active physical activity promotes and enhances the health and wellbeing of an individual. Arnold (1979) specified that any form of movement can contribute to and promote learning. However in Physical Education, the central construct is founded on learning in, through and about movement, which is thus integral to the Health and Physical Education

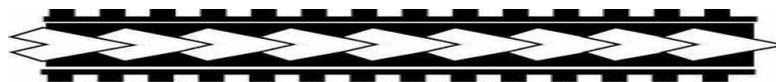
Curriculum (Culpan, 2000). The Samoa Secondary Schools Health and Physical Education Curriculum provides a foundation for students to develop and learn essential skills, understandings, attitudes and values that enables them to make responsible and informed decisions about personal, family and community life now and in the future (Ministry of Education, Sports & Culture, 2004). Therefore, for the Health and Physical Education Curriculum to be recognized and seen as a valuable and credible subject, the following suggestions are recommended for consideration by the Ministry of Education, Sports & Culture:

1. More in-service training or workshops be conducted with assistance from overseas partners who have up-to-date pedagogical knowledge on teaching Physical Education.
2. That appropriate models for the teaching of Physical Education be adopted, adapted and developed for the Samoan context More resources relating to Health, Physical Education and Sports be available for both teachers and students.
3. That the schools have appropriate and adequate equipment for the teaching of Health and Physical Education.
4. The Ministry of Education, Sports & Culture ensures that Health and Physical Education Curriculum is time-tabled and monitored effectively and efficiently.

Final Remarks: Ua Logoitino Matagi Lelei: Feeling the Good Winds of Change

This study has provided some insight into some barriers that have contributed to the delay in accepting Physical Education as an academic subject, as well as how the teachers were coping with the implementation of the subject. However, as this is a case study, it cannot be viewed as a true representation of all teachers' attitudes and perceptions of what Health and Physical Education is all about, and how it is taught in the schools. Nevertheless, it has provided interesting outcomes and a vital understanding of what is happening in the schools, regarding the teaching of the Health and Physical Education curriculum and provides an avenue for further research in the area.

To conclude, I would like to say that this study has not only provided me with better information that will improve the training of teachers in Physical Education but also, it has been encouraging to note that with the implementation of the Samoa Secondary School Health and Physical Education Curriculum, it has really been **a peg in the ground**, for the long awaited recognition and acceptance of the subject in the Samoan schools system. With changes in attitudes and perceptions of teachers, principals and the community towards Physical Education, **“O le ma’a tulimanu sa lafoai’ina e tufuga”** (the stone that was rejected by the carpenters) has now become the cornerstone and I would like to end with a Samoan quote which refers to the physical response engendered as well as the hope inspired by this study for a change at all levels, especially in regards to attitudes and perceptions towards improving the status of this subject in the curriculum. The Samoan saying **“ua logoitino matagi lelei”** means **that** my body can feel the “good winds of change”, especially for the future acceptance of the Health and Physical Education curriculum in the Samoan education system.



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Interviews

Aea'u Chris Hazelman, Director of Catholic Education, November 2010, Apia,

Gatoloai'ifa'a'ana Tili Afamasaga, Director Oloamanu Center for Adult Education, National University of Samoa.



APPENDICES

APPENDIX 1. *Letter to UREC*

Fonoti Dr Lafitai Upati Fuatai,
Chairman
University Research and Ethical Committee
National University of Samoa
Le Papaigalagala

25 May 2008

Dear Fonoti Dr Lafitai Upati Fuatai,

Request for Ethical Approval

I am requesting ethical approval to conduct a research in two schools in Apia, one a government school and the other a mission school. This research is part of my thesis for my Masters degree in Teaching and Learning with the University of Canterbury Christchurch (UC) New Zealand. The research involves a case study project to find out how the new Samoa Secondary Schools Health and Physical Education Curriculum is being implemented. The research also hopes to find out whether the teachers' guide has been helpful in this implementation. This research involves observations of health and physical education lessons together with interviews with teachers and principals. Information from this research will help understand the problems that may exist in the implementation of the subject as well as provide recommendations that will assist improve the training of teachers in this area.

I have attached my proposal which has been accepted by the research committee of the University of Canterbury. Attached also is a copy of a letter of approval from the Ministry of Education Sports and Culture and Director of Catholic Education. On receipt of acceptance from UREC, ethical clearance will be sought from the College of Education at the University of Canterbury before I will be able to conduct my research.

Ethical procedures of confidentiality and anonymity will be closely adhered and information from the research will be used only for the purpose of this study.

If there are any queries you may also contact my supervisors listed below and I am also available if needed for any interviews.

I await your favourable approval,

Yours sincerely,

Dawn T Rasmussen
HOD Expressive and Practical Arts Department
Supervisors:

Judy Bruce,
University of Canterbury,
Christchurch, New Zealand.
email: judy.bruce@canterbury.ac.nz

Dr Juliet Boon-Nanai,
National University of Samoa,
email: [Juliet Boon-Nanai<j.boon@nus.edu.ws>](mailto:j.boon@nus.edu.ws)

APPENDIX 2: Letter from UREC



“IA AO SAMOA”

LE IUNIVESITE AOA O SAMOA (FAAVAEINA 1984) NATIONAL UNIVERSITY OF SAMOA

*Office of the Director
Centre for Samoan Studies*

29th May 2008

Ms Dawn T. Rasmussen
HOD Expressive and Practical Arts Department
Faculty of Education
Le Papaigalagala Campus

Dear Dawn, Re: Request for Ethical Approval

I refer to your letter of 25th May concerning the above.

Based on the letters of approval from both the Ministry of Education Sports & Culture and the Catholic Education Office, and in the light of the information you have provided on the UREC clearance form, you now have the 'green light' to go ahead with the next steps towards achieving your thesis objectives.

I wish you well in your research endeavour with the schools.

Sincerely,

Fonoti Lafita'i I. Fuata'i
Director
Centre for Samoan Studies.

APPENDIX 3: Copy of letter to Ministries of Education



“Ia Ao Samoa”

**LE IUNIVESITE AOA O SAMOA, (FAAVAEINA 1984)
(THE NATIONAL UNIVERSITY OF SAMOA)**

To

Dear

Re: Approval to conduct a research in the schools

I am seeking your approval to conduct research in the schools that are currently implementing the Health and Physical Education Curriculum.

I am pursuing a Masters in Teaching and Learning degree at the University of Canterbury New Zealand. As part of my thesis for my Masters degree, I am conducting a case study research project to find out how the new Samoa Secondary Schools Health and Physical Education Curriculum is being implemented. The research also hopes to find out whether the teachers' guide has been helpful in this implementation. This research involves observations of health and physical education lessons together with interviews with teachers and principals. Information from this research will help understand the problems that may exist in the implementation of the subject as well as provide recommendations that will assist improve the training of teachers in this area.

Ethical procedures of confidentiality and anonymity will be closely adhered and information from the research will be used only for the purpose of this study.

If there are any queries you may also contact my supervisors listed below.

Thank you for your kind support and await your favourable approval.

Yours sincerely,

Dawn T. Rasmussen
HOD Expressive and Practical Arts Department

Supervisors:

**Judy Bruce,
University of Canterbury,**

Christchurch, New Zealand.
email: judy.bruce@canterbury.ac.nz

Dr Juliet Boon-Nanai,
National University of Samoa,
email: Juliet Boon-Nanai<j.boon@nus.edu.ws>

APPENDIX 4: *Ethical Approval Letter Principals*



“Ia Ao Samoa”

**LE IUNIVESITE AOA O SAMOA, (FAAVAEINA 1984)
(THE NATIONAL UNIVERSITY OF SAMOA)**

Date

To

Dear

Re: Approval to conduct a research in the schools

I am Dawn Rasmussen a physical education lecturer and Head of the Expressive and Practical Arts Department at the Faculty of Education at the National University of Samoa. I am pursuing a Masters in Teaching and Learning degree at the University of Canterbury New Zealand.

As part of my thesis for my Masters degree, I am conducting a case study research project to find out how the new Samoa Secondary Schools Health and Physical Education Curriculum is being implemented. The research also hopes to find out whether the teachers’ guide has been helpful in this implementation. This research involves observations of physical education lessons together with interviews with teachers and principals. Information from this research will help understand the problems that may exist in the implementation of the health and physical education curriculum as well as aiming to provide recommendations that will assist improvements in the training of teachers.

I am seeking your approval to conduct this research in your school and with your staff. This research will involve observations of physical education classes and interviews with yourself as principal and interviews with physical education teachers. Information from this research will be kept confidential and will be used only for the purpose of this study. Participation is voluntary. Refusal to participate will involve no penalty. Participants can withdraw from the study at any stage and/or withdraw information or data without penalty.

Participating teachers will be guaranteed anonymity; real names and other identifying information will not be used. All records will remain confidential and access to data will be restricted to myself and my supervisors. Both records and data will be securely stored and retained for up to three years.

Data will be used specifically for the purposes of this study and any related conference papers or journal articles that may follow.

I have attached a letter of approval from the Ministry of Education Sport and Culture to conduct my research at your school. This is for your records. Queries regarding this research may be directed to myself or my supervisors and their contact details are listed below.

I thank you for your kind support and await your favourable approval.

Yours sincerely,

Dawn T. Rasmussen
HOD Expressive and Practical Arts Department
Faculty of Education
National University of Samoa.
Phone 20072 ext 130.
Email: d.rasmussen@nus.edu.ws

Supervisors:
Judy Bruce
University of Canterbury,
Christchurch
New Zealand
email: judy.bruce@canterbury.ac.nz

Dr Juliet Boon-Nanai,
National University of Samoa,
email: [Juliet Boon-Nanai<j.boon@nus.edu.ws>](mailto:Juliet.Boon-Nanai@nus.edu.ws)

APPENDIX 5: *Consent Form for principals*

Consent Form for Principals

Implementing the health and physical education curriculum: *A peg in the ground.*

The researcher has explained the nature of this research project to me, including the purpose of the research and conditions of confidentiality and anonymity. I have read the provided Information Sheet and understand what will be required of me if I agree to participate.

I understand that my participation is voluntary and that I may withdraw from the project at any time without incurring any form of penalty.

I agree to an individual interview with Dawn Rasmussen as part of this research project.

If I have any queries or concerns about the research project I will speak with Dawn Rasmussen the researcher or contact the supervisors Judy Bruce University of Canterbury Christchurch and Dr Juliet Boone (local supervisor) or write to The Chair of the University Research and Ethical Committee. National University of Samoa

Name _____

Signature _____

Date _____

APPENDIX 6: *Information Sheet for Principals*

Information Sheet for Principals

Project Title

Implementing the Samoa Secondary Schools Health and Physical Education Curriculum: *A peg in the ground.*

Background Information

For a long time physical education in the Samoan schools has remained unrecognized although structural changes were made to include a health component. In 2003 the health and physical education curriculum statement for years 9 – 13 for Samoa secondary schools was officially completed. The writing of teacher's guides for years 9, 10, 11, and 12 followed. In 2005, the official implementation of the curriculum began with 2008 being the inauguration as an examinable subject for the year 12 School Certificate. The implementation of the Samoa health and physical education curriculum is "a peg in the ground", as this marks the long awaited curriculum for physical education.

The purpose of this study is to find out how secondary schools are progressing in the implementation of the new Health and Physical Education Curriculum and to assess what problems the teachers are encountering in the implementation of the curriculum.

The study also seeks to find out whether the teachers' guides have helped in the implementation of the subject and factors that may have contributed to the problem of physical education not being taught in the schools.

My name is Dawn Rasmussen and I am hoping to find out how secondary schools are progressing in the implementation of the new Health and Physical Education Curriculum and to assess the problems teachers are encountering in the implementation of the curriculum. This research is part of my requirement towards my Master of Teaching and Learning degree at the University of Canterbury New Zealand. I will be working under the supervision of Judy Bruce (University of Canterbury) and Dr Juliet Boon (National University of Samoa)

Participant Requirements

Participant teachers will be observed during class activities and individual interviews will be conducted at a venue of participant's choice. Duration for interviews will be approximately 45 minutes to one hour. Interviews will be audio taped and transcripts of the interviews will be sent to the participating teachers for comment and/or corrections to assist in the accurate recording and interpretation of views.

Ethical Considerations

Ethical approval and clearance has been received from both the National University of Samoa and the University of Canterbury who have reviewed and approved this study.

Participation of teachers is voluntary. Refusal to participate will involve no penalty. Participating teachers will have the right to withdraw from the study at any stage and/or to withdraw information or data pertaining to them without penalty.

Participating teachers will be guaranteed anonymity; real names and other identifying information will not be used. All records will remain confidential and access to data will be restricted to myself, my supervisors. Both records and data will be securely stored and retained for up to three years.

There should be no real risk to participating teachers but in the event that some questions may cause anxiety participant is not imposed to answer and has the right of withdrawal from the study as outlined above.

Data will be used specifically for the purposes of this study and any related conference papers or journal articles that may follow.

Any complaints concerning the manner in which the research is conducted may be conveyed to myself, my supervisors or, if preferred to The Chair of the University Research Ethical Committee (details below).

If you are willing to participate, please complete the attached consent form and return to me by 1 July 2008.

Yours sincerely

Dawn Rasmussen
HOD Expressive and Practical Arts
Faculty of Education
National University of Samoa
Phone 20072 ext 130
Email: d.rasmussen@nus.edu.ws

Supervisors

Judy Bruce
University of Canterbury
Christchurch
New Zealand

Dr Juliet Boon
National University of Samoa
Le Papaigalagala
Apia

Fonoti Dr Lafitai Upati Fuatai
Chair University Research Ethical Committee
National University of Samoa
Le Papaigalagala
Phone 20072

APPENDIX 7: *Consent Form for Teachers*

Consent Form for Teachers

Implementing the Samoa Secondary Schools Health and Physical Education Curriculum: *A peg in the ground.*

The researcher has explained the nature of this research project to me, including the purpose of the research and conditions of confidentiality and anonymity. I have read the provided Information Sheet and understand what will be required of me if I agree to participate.

I understand that my participation is voluntary and that I may withdraw from the project at any time without incurring any form of penalty.

I agree to both an individual interview with Dawn Rasmussen and to be observed as part of this research project.

If I have any queries or concerns about the research project I will speak to Dawn Rasmussen (researcher) Juliet Boone (local supervisor) or write to The Chair of the University Research and Ethical Committee. National University of Samoa

The Chair
University Research Ethical Committee
National University of Samoa
Le Papaigalagala
Phone 20072

Name _____

Signature _____

Date _____

APPENDIX 8 *Interview Questions*

Questions for the Principal

- In your opinion, what is PE? How would you define this subject?
 - What are your thoughts about including PE as a subject in your school?
 - Do you view PE as an academic subject? Why or why not?
 - How many teachers do you have teaching PE?
 - How many are males PE teachers how many females PE teachers are there in your school?
 - Is PE a compulsory subject? If so, up until what level? If not, why not?
 - What do you think are the main problems faced in teaching PE?
 - What equipment does your school have for teaching PE?
 - How do you equip your PE/ sports programme?
 - Do you have the necessary resources for this subject?
 - Does the ministry provide resources for the teaching of PE?
 - What professional development programmes do your teachers undertake for PE?
 - What processes did you have to go through in implementing the PE programme?
 - In your opinion, do you think the PE teachers in your school are adequately prepared to teach the subject?
 - What do you think they need that will help them become better teachers of PE?
 - How many students enroll in this subject?
 - How much time is allocated for the teaching of PE?
 - Has there been a change in the attitudes of teachers and students towards PE now that it has become an examinable subject?

Questions for teachers

- How would you define PE?
- What do you understand about the HPE curriculum?
- What do you like about the HPE curriculum?
- How much time do you dedicate to teaching the HPE curriculum in your class?
- How much time is allocated in the school for PE?
- Has there been a change in the attitudes of teachers and students towards PE now that it has become an examinable subject?
- Are you able to cover the topics suggested for PE?
- Is PE compulsory in your school?
- How much time is allocated to PE?
- Describe a typical PE lesson for me?
- What teaching methods do you use to teach the HPE curriculum in your class/school? Why?
- Is this subject integrated into other subjects e.g. Science, English etc?
- Where is your teaching mostly done in the classroom or in the field? Explain further.
- Do you use any work plans?

- Do you follow the suggestions made in the teacher's hand book? Explain.
- Now that PE is becoming an examinable subject for School Certificate, how are you preparing your students for this?
- Do you feel that you are appropriately resourced to implement the HPE curriculum?
- What resources do you consider are needed to help implement the HPE curriculum?
- Do you have enough equipment/resources to help in the implementing the PE curriculum? If not, what do you need?
- If not, how are you equipping your lessons?
- Are you able to get other resource materials such as text books, to help you in your lesson planning? If yes, where do you get these from?
- What skills do you think teachers need to teach/implement the HPE curriculum?
- What knowledge have you received from your training you consider has been useful for your teaching? Explain.
- Do feel that you are adequately prepared to teach the subject?
- What kind of training do you think you need?
- Now that PE is becoming an examinable subject for School Certificate, are you receiving any professional development in this area? If so, tell me about this.
- Do you get any support from the ministry in the teaching of the subject?
- Does the principal or officers from the Ministry inspect your work?
- Do you attend any workshops organized by sporting bodies?
- Do you get any assistance from the sporting bodies? If yes what kind of assistance and how often do they come in to help?
- What are the main problems you are facing in the implementing of the PE curriculum?
- What do you suggest needs to happen, in order that these barriers be overcome?