

## **An exploration into an individual's thoughts and feelings about compulsory physical education within secondary education; analyzing questionnaires.**

### **Abstract**

This paper shows how physical education affects secondary school students. In this instance, two participants were interviewed using a collection of questions created to probe their perspectives on the subject. Themes were then extracted from the interview, and those that recurred frequently were organized into groups. According to this research, physical education (PE) can have a variety of positive effects on a person as well as positive effects on an adolescent's body, both physically and psychologically. It also demonstrated how students' participation in physical education can occasionally cause anxiety or tension. Another thing that was frequently mentioned was how frequently schools lacked the tools instructors needed to teach a variety of activities. If teachers had better and cleaner environments to teach in, perhaps they would be able to expand on the types of activities they show the students. This study discovered that everyone could enjoy PE with a little bit of restructuring.

### **Introduction**

Pupils in secondary education who receive compulsory physical education (PE) are required to take lessons in PE as part of their schoolwork. Pupils who participate in PE programs learn the value of consistent exercise, making healthy living decisions, and making healthy living choices, as well as how to be physically fit and healthy.

The origins of compulsory PE in secondary education can be traced back to the early 20th century, when European countries began to focus on the importance of physical fitness and preparedness for military service (Habyarimana, 2022). In the aftermath of World War I, many governments saw PE as a key tool for improving national health and promoting discipline and patriotism among young people (Filipovici, 2021). Today, the topic of compulsory PE is still controversial. While some contend that it is an essential tool for encouraging health and physical fitness, others cast doubt on its effectiveness and claim that it can discriminate against and exclude students who are less athletic or have disabilities. Despite these arguments, PE is still a requirement for secondary

education in many nations, with an emphasis on encouraging lifelong physical activity and healthy lifestyle decisions.

PE is widely regarded as being beneficial for students, especially in the setting of secondary education (Aasland, E., Walseth, K., & Engelsrud, G., 2019). Studies have demonstrated the benefits of regular physical exercise for maintaining a healthy weight, lowering the risk of developing chronic conditions like diabetes and obesity, and enhancing cardiovascular health (Durstine, 2013). Additionally, it has been shown that physical exercise has beneficial effects on mental health, including lowering stress and anxiety, boosting mood and self-esteem, and enhancing cognitive function (Teychenne, 2019). By giving students opportunities for teamwork, leadership, and cooperation, PE programs can also aid in their social development. PE can benefit mental wellness as well. Running, for example, causes the release of the endorphin hormone, which can boost confidence and make one feel happy (Maratovna, 2022). Furthermore, students who take part in athletics or other physical activities might make friends and form supportive bonds that can enhance their general well-being.

Moreover, physical activity has been shown to reduce stress and anxiety levels (Zoeller, 2007), which can have a positive impact on mental health. PE classes that include activities such as yoga or mindfulness exercises may be particularly effective in promoting stress reduction. While PE classes can have positive impacts on mental health, there are also potential negative implications for some students, PE classes can promote a focus on physical appearance and body image, which can lead to body dissatisfaction and negative self-esteem, particularly for students who do not conform to traditional ideals of physical beauty or athleticism. Another negative impact of PE classes can be favoritism among students (Barney, 2019). When teachers recognize a star athlete in their class, the learning environment can be completely changed because frequently, the favored students will receive extra attention, which leads to an imbalance in the class. Numerous students frequently experience anxiety and stress related to their PE classes for a variety of factors (Danthony, 2019). With favoritism can come impact on grades. Many pupils who are gifted athletes can receive a high grade for

putting in minimal work because the teacher likes them. Whereas someone who is not an athlete may receive a lower grade because of the teacher not seeing extreme athleticism. As a result, if a teacher favors pupils, it may sometimes lead them to ignore issues like misconduct in the classroom.

However, there are some limitations to PE in schools, due to competing demands on school schedules, such as academic classes and extracurricular activities, PE classes may not receive the necessary time and attention to adequately promote physical fitness and health. Finally, PE in schools may also be constrained by a lack of money (Herlitz, 2020). Lack of funds may restrict chances for teacher education, program evaluation, and the purchase of facilities and equipment, all of which are essential for delivering high-quality PE programs (Morgan, 2008). Many schools lack the resources necessary to give students access to PE courses. The structure of classes would improve if secondary institutions had additional funding to dedicate to physical education classes.

Overall, the literature indicates that PE classes can benefit students' academic achievement as well as their physical, mental, and social health. As a result, making physical education a requirement for secondary education can be a useful method to encourage students to develop healthy habits (Corbin, 2021). The aim of this study is to find out the impacts of engaging with PE classes in secondary education. The rationale of this study is to demonstrate the numerous advantages of early participation in physical education and exercise in general.

## **Methodology**

### **Design**

Two female BSc Applied Psychology students' interviews were subjected to thematic analysis using a non-experimental, qualitative approach, relating to the topic of compulsory Physical education during their secondary education. Questionnaires were utilized, 9 questions were provided around the topic of Secondary education PE,

Microsoft Word was used for analyzing the interview data, and coding methods were applied to find themes.

### **Participant**

Two different second year BSC Applied Psychology students conducted face-to-face interviews with two other BSC Applied Psychology female students. The conversations served as a means of gathering information for a thematic analysis on different perspectives on compulsory physical education during secondary school.

### **Materials**

Consent & debrief forms

Ethics form

Computer or laptop

Interview questions

Microsoft word

### **Procedure**

Thematic analysis is a method of analysing qualitative data that involves identifying patterns, themes, and concepts within the data. The following is a basic procedure for conducting thematic analysis: Step 1, familiarize yourself with the data by reading through it several times to gain an understanding of the content, Code the data by highlighting or tagging relevant text, assigning descriptive labels to each code.

Identify potential themes by reviewing the codes, grouping similar codes together and examining the relationships between them, defining and naming the themes, refine and finalising the themes by reviewing and revising them as necessary to ensure they accurately reflect the data.

Table 1 shows the primary themes.

### **Table 1**

*Main themes with examples*

| <i>Theme</i> | <i>Quote Keyword</i> | <i>Page/Line number</i> |
|--------------|----------------------|-------------------------|
| <hr/>        |                      |                         |

|                                     |                                                                                                                                                                                                                 |                                          |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Positive and Negative Mental Health | <i>Which can have numerous physical and mental health benefits.<br/>Participating in PE is important for mind and body.</i>                                                                                     | Page 2; line 33<br>Page 1; line 7        |
| Positive Health                     | <i>I think by participating in PE it can encourage healthy behaviours.<br/>If a person enjoyed PE classes in school, they are more likely to develop a lifelong interest in physical activity and exercise.</i> | Page 1; line 3<br>Page 2; line 31&32     |
| Impacts                             | <i>I think the staff do not support their pupils enough and favour people who are better at sports.<br/>Yes, I think it will be easier to gain grades as favouritism comes into play.</i>                       | Page 2; line 37&38<br>Page 2; line 57&58 |

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## **Familiarization**

In this familiarisation phase, Physical education (PE) classes were seen to provide students with an opportunity to develop healthy behaviours and stay on top of their fitness. Through regular exercise, it was seen that students can improve their cardiovascular health, build strength and endurance, and reduce their risk of chronic diseases such as obesity, diabetes, and heart. Additionally, participating in PE classes seemed to help the students develop social confidence and build positive relationships with their peers. While some students may feel pressured to perform well or meet certain expectations in PE, it is important to remember that physical activity should be enjoyable and accessible to everyone.

## **Discussion and Results**

As mentioned earlier, it is mandatory for pupils to participate in physical activity (PE) in secondary school. Upon completing this experiment, the positives of PE outweigh the negatives of mandatory participation in PE classes in secondary school. This study has shown that there are many benefits for children that participate in PE class. Whether it is increasing their general health, mental health or causing positive impacts in their lives.

- *I think by participating in PE it can encourage healthy behaviours which will go into later life.*

As this participant said, PE encourages many healthy behaviors later in life which include weight loss, cardiovascular health and many others. Many people receive great enjoyment from participating in PE. They can try out sports and can get the feeling of happiness through physical exercise and sports that they never thought they would try/enjoy. When staff and peers have positive attitudes all around, it causes pupils to engage more in PE as they are not feeling judged. While there are many positive effects to participating in PE, there are some negatives.

- *can cause undue stress and feelings of anxiety due to the pressure of performing a certain way in PE.*

PE can cause stress and anxiety. When playing games such as team sports it is encouraged to help your team, but if you are not physically capable or not interested, it can cause feelings of stress or anxiety about the class. Although PE is only meant to benefit students, this study has proven that some people have mixed feelings about the mandatory participation being required. A big issue that was found about impacts of engaging in PE is favoritism. Many students are affected by favoritism as teachers often can't help but to praise students that excel during PE. This can cause a negative imbalance in the class as teachers often let pupils of a higher physical regard receive higher grades just based on athleticism. Teachers often let people who stand out in PE get away with getting a good grade in the course by just being good at a certain activity.

- *Yes, I think it will be easier to gain grades as favouritism comes into play!*
- *Lack of proper facilities, such as inadequate gymnasiums or outdoor fields, can limit the types of activities that can be taught and learned in PE, and may also pose safety concerns*

The equipment in secondary schools is a problem. Many PE classes frequently use equipment that does not meet safety requirements. Many of the pieces of equipment

that the school makes you use during physical education courses are just disgusting, which deters people from being enthusiastic about the subject. As was already stated, many schools simply lack the resources to buy new equipment. Additionally, many schools lack a sanitary and safe environment for students to attend this lesson. Take a secondary school changeroom as an example. When someone steps foot into it, often it has a weird smell and looks like it has not been cleaned in ages. This discriminates students from wanting to be in there. Teachers frequently make their students perform in dangerous areas or places where that particular sport shouldn't be played. When there isn't enough room in the gymnasium, teachers frequently must limit the sports and activities they can teach, which makes it harder for reluctant PE participants to be disengaged. Should teachers have the right amount of space to teach the activities they want, it would almost guaranteed cause students to be more engaged in every activity.

- *Lack of proper facilities, such as inadequate gymnasiums or outdoor fields, can limit the types of activities that can be taught and learned in PE*

Oftentimes, when teaching physical education, puberty is not considered. At this age, every student is developing uniquely as they go through puberty. PE in no way takes into consideration the fact that many females find it more difficult to participate in physical activities when competing against men. The pupils could be divided into groups by the teachers as a potential solution to this issue. One set might be for those who are less physically capable or engaged, and the other might be for students who are more competitive. Students who have teachers who take these types of things into account are probably more eager and willing to participate. This research has shown that physical education can promote healthy behaviors outside of the classroom.

- *bring the obesity rate down across the UK and to get students to love being active as it promotes healthy lifestyles and positive mental health.*

PE was created to encourage healthful lifestyles. To aid students find a healthy hobby, many teachers expose them to sports. Sometimes, students only need to test out an activity to become interested in it. PE teaches kids enjoyable methods to maintain their

health. Even though it may just seem like a class where students can have fun and work up a sweat, secondary schools require PE to help students discover extracurricular activities they can participate in and maintain their health.

- *Having good experiences in physical education (PE) in school can have a positive impact on a person's adulthood, for mind and body.*
- *Some people may feel embarrassed if they are weak at sports, others will be competitive and thrive at sport.*

As mentioned earlier, at this age, every pupil has a unique physique. While some pupils may already be of legal age, others may only be beginning puberty. Every person at one point or another will face some sort of bullying or embarrassment in their life. A secondary school PE class should not be where stress and anxiety around those things are formed. If they are not excellent at sports, many people frequently feel embarrassed and fear that others will criticize them. Many kids and teachers don't realize how challenging it can be for some students to participate in these types of activities, and PE class needs to be a safe place for everyone.

## **Conclusion**

According to this study, requiring pupils to participate in physical education classes has both advantages and disadvantages. While many students appreciate having to take physical education, some find it to be more stressful and anxiety-provoking. This may be due to puberty or simply your athletic ability, among other factors. PE frequently has advantages, including improved physical and emotional health and the development of positive habits. Since they lack the tools or space needed for many tasks, some teachers find it challenging to teach everything they want to. Teachers frequently receive subpar or damaged equipment, making it impossible for them to teach the sport they believed their students would appreciate. If physical education was designed to reward everyone for their best effort rather than rewarding star athletes who always get the attention and the best marks, many students would find it more enjoyable. No student should be under any pressure to perform well in a program that encourages fitness. Unfortunately, a lot of students do not believe that to be the truth. Numerous activities are aided by physical education for students. It fosters a positive perspective on exercise and, most importantly, it maintains both your physical and mental health.

## References

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## Appendix 1

Consent and debrief forms.



### Study Consent Form

I understand that this research will involve a thematic analysis of two interviews of an individual's experiences and emotions toward compulsory PE in secondary education. It is being conducted by a second-year psychology student.

This study will take approximately 30 minutes to complete.

I understand that participation in this study is voluntary, and I am free to withdraw participation during or at the end of the study without giving a reason. I understand that once I leave the study, I will not be able to withdraw my data, as it will be anonymised. I am aware that if I have concerns about the study, I can discuss these concerns with the researcher at any time during or after the study. I understand that I will be provided with the contact details of the research supervisor at the end of the study, should I have any concerns.

I understand that the information provided by me will be held confidentially, with a code assigned in place of my name. This data will be stored indefinitely in accordance with the Data Protection Act.

I also understand that at the end of the study I will be provided with a debrief form and the opportunity to discuss any issues with the researcher.

I, \_\_\_\_\_(NAME) consent to participate in the study conducted **by** ..... Centre for Psychology and Counselling, University of Wales Trinity Saint David, under the supervision of Module leader Stuart Jones

Participant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name and signature of researcher taking consent

\_\_\_\_\_



Prifysgol Cymru  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

## Study Debrief Sheet

### **Study to explore the impacts of compulsory PE on an individual's wellbeing.**

Thank you for taking part in the study.

With a focus on identifying themes, the aim of this research was to investigate comprehensive awareness of the effects of required physical activity on an individual's wellbeing.

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, all of your data will be anonymised and we will not be able to trace it back to you.

If taking part in this study has raised any questions, please speak to the researcher on ..... or contact the academic supervisor Stuart Jones,  
[S.A.Jones@uwtsd.ac.uk](mailto:S.A.Jones@uwtsd.ac.uk)

Thank you once again for taking time to participate in this study.

Put your name here

BSc Applied Psychology

University of Wales Trinity Saint David

Ethics form  
Procedure  
Interview questions  
Coding and themes

## **Appendix 2**

### **APPLICATION FOR ETHICAL APPROVAL**

**In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.**

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

**Please read the notes for guidance before completing ALL sections of the form.**

**This form must be completed and approved prior to undertaking any research activity.**  
Please see Checklist for details of process for different categories of application.

#### **SECTION A: About You (Principal Researcher)**

|                      |                                       |                                                                                                             |                             |                           |                               |
|----------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|-------------------------------|
| 1                    | Full Name:                            | Kirsty Wilcox and Matthew Campo                                                                             |                             |                           |                               |
| 2                    | Tick all boxes that apply:            | Member of staff:                                                                                            | <input type="checkbox"/>    | Honorary research fellow: | <input type="checkbox"/>      |
|                      | Undergraduate Student                 | <input checked="" type="checkbox"/>                                                                         | Taught Postgraduate Student | <input type="checkbox"/>  | Postgraduate Research Student |
| 3                    | Institute/Academic Discipline/Centre: | BSc Applied psychology                                                                                      |                             |                           |                               |
| 4                    | Campus:                               | SA31 Trinity Saint David campus, Carmarthen                                                                 |                             |                           |                               |
| 5                    | E-mail address:                       | <a href="mailto:2114559@student.uwtsd.ac.uk">2114559@student.uwtsd.ac.uk</a><br>2232395@student.uwtsd.ac.uk |                             |                           |                               |
| 6                    | Contact Telephone Number:             | 447729484909<br>07419327713                                                                                 |                             |                           |                               |
| <b>For students:</b> |                                       |                                                                                                             |                             |                           |                               |
| 7                    | Student Number:                       | 2232395                                                                                                     |                             |                           |                               |
| 8                    | Programme of Study:                   | BSc Psychology                                                                                              |                             |                           |                               |
| 9                    | Director of Studies/Supervisor:       | Dr Stuart Jones                                                                                             |                             |                           |                               |

## SECTION B: Approval for Research Activity

|   |                                                                                                                                                                                                              |                                     |                                     |    |                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|----|--------------------------|
| 1 | Has the research activity received approval in principle?<br>(please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | YES                                 | <input checked="" type="checkbox"/> | NO | <input type="checkbox"/> |
|   |                                                                                                                                                                                                              |                                     |                                     |    | <b>Date</b>              |
| 2 | If Yes, please indicate source of approval (and date where known):<br><b>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</b>                               | Research Degrees Committee          | <input type="checkbox"/>            |    |                          |
|   |                                                                                                                                                                                                              | Institute Research Committee        | <input type="checkbox"/>            |    |                          |
|   |                                                                                                                                                                                                              | Other (write in)<br>Dr Stuart Jones | <input checked="" type="checkbox"/> |    |                          |

## SECTION C: Internal and External Ethical Guidance Materials

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|   | Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed. |                                     |
| 1 | <a href="#">UWTSD Research Ethics &amp; Integrity Code of Practice</a>                                                                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> |
| 2 | <b>UWTSD Research Data Management Policy</b>                                                                                                                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> |
| 3 | <b>UWTSD Data Protection and Storage Protocol</b>                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> |
| 4 | <b>BPS Code of Ethics and Conduct (July 2018)</b>                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> |
| 5 | <b>BPS Code of Human Research Ethics (April 2021)</b>                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> |
| 6 | <b>BPS Conducting Research with Human participants during covid-19</b>                                                                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> |
| 7 | <b>BPS Data Protection Regulation – Guidance for Researchers (2018)</b>                                                                                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> |
| 8 | <b>BPS Ethics Guidance for Internet-mediated Research (June 2021)</b>                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> |

## SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

|   |                               |  |
|---|-------------------------------|--|
| 1 | Institution                   |  |
| 2 | Contact person name           |  |
| 3 | Contact person e-mail address |  |

|   |                                                                                                             |                                                                         |                                     |                                     |                                     |
|---|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|   |                                                                                                             |                                                                         |                                     |                                     |                                     |
| 4 | Is your research externally funded?                                                                         | YES                                                                     | <input checked="" type="checkbox"/> | NO                                  | <input type="checkbox"/>            |
| 5 | Are you in receipt of a KESS scholarship?                                                                   | YES                                                                     | <input type="checkbox"/>            | NO                                  | <input checked="" type="checkbox"/> |
| 6 | Are you specifically employed to undertake this research in either a paid or voluntary capacity?            | Voluntary                                                               | YES                                 | <input checked="" type="checkbox"/> | NO                                  |
| 7 |                                                                                                             | Employed                                                                | YES                                 | <input type="checkbox"/>            | NO                                  |
| 8 | Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)? | If YES then the permission question below does not need to be answered. | YES                                 | <input type="checkbox"/>            | NO                                  |
| 9 | Has permission to undertake the research has been provided by the partner organisation?                     | (If YES attach copy)<br>If NO the application cannot continue           | YES                                 | <input checked="" type="checkbox"/> | NO                                  |

### Where research activity is carried out in collaboration with an external organisation

|    |                                                                                                                                                 |     |                          |    |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| 10 | Does this organisation have its own ethics approval system?                                                                                     | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|    | If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate). |     |                          |    |                                     |

### SECTION E: Details of Research Activity

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |                    |            |  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------|------------|--|
| 1 | Indicative title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The experiences and impact of engaging with PE classes in secondary education. |                    |            |  |
| 2 | Proposed start date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 18/02/2023                                                                     | Proposed end date: | 18/02/2023 |  |
|   | <p><b>Introduction to the Research (maximum 300 words per section)</b></p> <p><b>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:</b></p> <p><i>Purpose of Research Activity</i><br/> <i>Proposed Research Question</i><br/> <i>Aims of Research Activity</i><br/> <i>Objectives of Research Activity</i></p> <p>Demonstrate, briefly, how <b><u>Existing Research</u></b> has informed the proposed activity and explain</p> <p><i>What the research activity will add to the body of knowledge</i><br/> <i>How it addresses an area of importance.</i></p> |                                                                                |                    |            |  |
| 3 | <b>Purpose of Research Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                    |            |  |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>The purpose is to explore whether PE has had any impact on secondary school pupils on their mental health and wellbeing. Are the experiences positive or negative in taking part in PE and has this had any impact on their development physically, cognitively, and socially. There is evidence in the literature that changing the way students are taught by cognitive decision making and self-motivation can change their lives (Ennis, 2017) However, there is literature out there stating that PE has been on the decline over the years (Weedon et al., 2022) even though literature has shown positive outcome to mental health on children in secondary schools and having a healthy lifestyle when taking part in regular Physical education (Pascoe et al., 2020). There is evidence to show that also physical environments being drivers and enablers of change but mostly the one that is convincing is when the settings are united with other developments (Woolner , 2015)</p> <p>(this box should expand as you type)</p> |
| 4 | <p><b>Research Question</b><br/>The impact on adolescent mental health and wellbeing through engaging with Physical Education (PE) classes in secondary education</p> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5 | <p><b>Aims of Research Activity</b><br/>The aim of this study is to see if there are negative or positives in taking part in PE on mental health and wellbeing and the impact it is having.</p> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6 | <p><b>Objectives of Research Activity</b><br/>Identify changes in Adolescents wellbeing through Physical education<br/>Identify changes in mental health through Physical education<br/>Understand the causes of negative effects towards Physical education and if environmental factors are having impact.</p> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|   | <p><b>Proposed methods (maximum 600 words)</b></p> <p>Provide a brief summary of all the methods that <b>may</b> be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7 | <p>In order to explore the potential links between Physical education approach to mental health and wellbeing, this will be a qualitative design. Using interviews which will take place on the university campus in private room. The date will be recorded on mobile device as well as written down on a computer and then a thematic analysis (Braun &amp; Clarke, 2014) will be done to see if there are patterns and themes that link between PE and mental health and wellbeing we then will extract themes from the data we have collected from the interviews. Each question being asked is related to secondary school PE and mental health and wellbeing.</p>                                                                                                                                                                                                                                                                                                                                                                          |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|   | <b>Location of research activity</b><br>Identify all locations where research activity will take place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 8 | Research activity will take place on the trinity saint David's grounds in a private room.<br>This has been pre-approved by Dr Stuart Jones<br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|   | <b>Research activity outside of the UK</b><br>If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this. |
| 9 | N/A<br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|    |                                                                                                                                                                                                                                                                                                      |            |                                     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|
| 10 | Use of documentation not in the public domain: Are any documents <b><u>NOT</u></b> publicly available?                                                                                                                                                                                               | <b>NO</b>  | <input checked="" type="checkbox"/> |
|    |                                                                                                                                                                                                                                                                                                      | <b>YES</b> | <input type="checkbox"/>            |
| 11 | If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales.<br><br>(this box should expand as you type) |            |                                     |

|    | Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? | YES                                 | NO                                  |
|----|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 12 | A prosperous Wales                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | A resilient Wales                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14 | A healthier Wales                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15 | A more equal Wales                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | A Wales of cohesive communities                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | A Wales of vibrant culture and thriving Welsh language                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | A globally responsible Wales                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|    |                                                  |
|----|--------------------------------------------------|
| 19 | If YES to any of the above, please give details: |
|    | (this box should expand as you type)             |

## SECTION F: Scope of Research Activity

|    | Will the research activity include:                                                                                                             | YES                                 | NO                                  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1  | Use of a questionnaire or similar research instrument?                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2  | Use of interviews?                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3  | Use of focus groups?                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4  | Use of participant diaries?                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5  | Use of video or audio recording?                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6  | Use of computer-generated log files?                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Participant observation with their knowledge?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Participant observation without their knowledge?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Access to personal or confidential information without the participants' specific consent?                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem?                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12 | Investigation of participants involved in illegal activities?                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | Use of procedures that involve deception?                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Administration of any substance, agent or placebo?                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | Working with live vertebrate animals?                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | Procedures that may have a negative impact on the environment?                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below.                                             |                                     |                                     |
|    | Details of any other primary data collection method:                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|    | (this box should expand as you type)                                                                                                            |                                     |                                     |

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

## SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

|   | Who are the intended participants:                                                                                 | YES                                 | NO                                  |
|---|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1 | Students or staff at the University?                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2 | Adults (over the age of 18 and competent to give consent)?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 | Vulnerable adults?                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4 | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5 | Prisoners?                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6 | Young offenders?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7 | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8 | People engaged in illegal activities?                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9 | Others. Please indicate the participants below, and specifically any group who may be unable to give consent.      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|   | Details of any other participant groups:<br><br>(this box should expand as you type)                               |                                     |                                     |

|    | Participant numbers and source<br>Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? |                                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | How many participants are expected?                                                                                                                              | 2 Adult participants (this box should expand as you type)                                                                                          |
| 11 | Who will the participants be?                                                                                                                                    | BSC Applied Phycology students<br><br>(this box should expand as you type)                                                                         |
| 12 | How will you identify the participants?                                                                                                                          | Participants will be recruited in class and asked if anyone is happy to participate in the interviews.<br><br>(this box should expand as you type) |

|    | Information for participants:                                                                                                                       | YES                                 | NO                       | N/A                      |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 13 | Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Will you tell participants that their participation is voluntary?                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Will you obtain written consent for participation?                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | If the research is observational, will you ask participants for their consent to being observed?                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | If NO to any of above questions, please give an explanation                                                                                         |                                     |                          |                          |
|    | <i>(this box should expand as you type)</i>                                                                                                         |                                     |                          |                          |

|    | Information for participants:                                                                                                                      | YES                      | NO                                  | N/A                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| 24 | Will participants be paid?                                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 25 | Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 26 | Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 27 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 28 | If YES to any question, please provide full details                                                                                                |                          |                                     |                          |
|    | <i>(this box should expand as you type)</i>                                                                                                        |                          |                                     |                          |

## SECTION H: Anticipated Risks

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
|     | <b>Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.</b><br><br>If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
| 1   | <b>Full risk assessment completed and appended?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <table border="1"> <tr> <td>Yes</td><td><input type="checkbox"/></td></tr> <tr> <td>No</td><td><input checked="" type="checkbox"/></td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
| No  | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
| 2   | <b>Risks to participants</b><br>For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
|     | Risk to participants:<br>Risks to participants are low, however due to the nature of the topic (Mental health), some emotion may arise, though this is very unlikely.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                      | How you will mitigate the risk to participants:<br><br>The interview will be conducted in an approved certified manner. The researcher will be polite and professional during the interview and will reassure the participant that there is no wrong or right answers. All data collected from the interview will be kept confidential and in line with UWTSD data protection and storage protocol. Any names or identifying information will also be changed to uphold anonymity during analysis. Both the participants will receive a detailed information sheet explaining the reason for the interview. The questions being asked will be structured in ways to not upset the individual so the use of wellbeing and not mental health. The participants will also be given informative information on who to contact (myself, dissertation supervisor) should any issues arise, in a debrief form following their interview. All collected data will be kept confidential and in line with UWTSD Data Protection and Storage Protocol, as well as any information which could identify the participant, or their child will be changed to uphold anonymity.<br><br><i>(this box should expand as you type)</i> |     |                          |    |                                     |
| 3   | If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |
|     | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                          |    |                                     |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4 | <b>Risks to the investigator</b><br>For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | Risk to the investigator:<br><br>In addition to this, the researcher may find themselves asked for information outside of their scope of knowledge as an undergraduate student.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                            | How you will mitigate the risk to the investigator:<br><br>Prior to the commencement of data collection, the dissertation supervisor will sign off on all materials (consent, debrief, measures) if they are satisfied that adequate information has been provided for participants. In addition, contact details are provided on the consent and debrief for the supervisor and, either the participant or the researcher can contact the supervisor for clarification or to raise concerns. Interviews will only take place at pre-approved times and days, by lead and dissertation supervisor so that the university staff are aware when researcher is taking place.<br><br><i>(this box should expand as you type)</i> |
| 5 | <b>University/institutional risks</b><br>For example: adverse publicity, financial loss, data protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | Risk to the University:<br><br>Whilst this is an undergraduate individual dissertation research project and so contains no plans for wider dissemination beyond the university, should this be considered it will be through the dissertation supervisor or module lead who are conversant in university regulations regarding dissemination and media engagement. However there is the potential for researcher or participant conduct, should it be of a nature unbecoming of the UWTSD Student Code of Conduct, to behave in a way that may be a risk to the university<br><br><i>(this box should expand as you type)</i> | How you will mitigate the risk to the University:<br><br>All students in the academic discipline of Psychology are expected to adhere to the UWTSD Student Code of Conduct and all researchers and participants are provided with contact details for the supervisor, who is an experienced researcher and who has set out clear guidance for this study regarding ethical and code of conduct expectations.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                              |
| 6 | <b>Environmental risks</b><br>For example: accidental spillage of pollutants, damage to local ecosystems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | Risk to the environment:<br>As the research will be taking place within the university, there is a small risk to the ecosystem.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                            | How you will mitigate the risk to environment:<br>The researcher will be respectful of the university environment and be mindful not to disrupt or cause damage to the area. The researcher will also ensure to follow the UWTSD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|  |  |                                                                                                      |
|--|--|------------------------------------------------------------------------------------------------------|
|  |  | procedures and guidelines for accessing the area.<br><br><i>(this box should expand as you type)</i> |
|--|--|------------------------------------------------------------------------------------------------------|

| Disclosure and Barring Service |                                                                                                                                                                                                                   |                          |                                     |                          |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
|                                | If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.                                   | YES                      | NO                                  | N/A                      |
| 7                              | Does your research require you to hold a current DBS Certificate?                                                                                                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8                              | If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number. |                          |                                     |                          |

## SECTION I: Feedback, Consent and Confidentiality

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Feedback</b><br>What de-briefing and feedback will be provided to participants, how will this be done and when?<br>Participants will be debriefed verbally after the interview has taken place and will outline the specifics of the study, how the data will be used and stored. A copy will be provided also this will contain the contact details of the researchers should they require more information following the study.<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2 | <b>Informed consent</b><br>Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.<br>The university where the interviews is planned to be carried out will first be contacted to gain approval to conduct the research within their school and to agree a time for the observations to take place (Initial approval has already been obtained from the university). Once this has been agreed, information sheets explaining in detail what the interviews will involve and what the study is seeking to explore (including times and dates of interviews) will be sent. Additional assent will be obtained from the participants themselves. participants will be verbally informed of the study and the interview by the researcher. Those who are happy to be interviewed will be asked to tick a YES/NO box provided on a consent form.<br>All consent will follow the BPS ethical guidelines. Consent forms will be stored in a designated folder and kept separate from any collected data in order to uphold confidentiality in accordance with BPS ethics and UWTSD Data Protection and Storage Protocol.<br><i>(this box should expand as you type)</i> |
| 3 | <b>Confidentiality / Anonymity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.                                                                                                                                                                                                                                                                                               |
|  | <p>. Only the researcher and researcher supervisor (if requested) will have access to the raw data. Information will be always kept confidential, only the researcher and required UWTSD staff members will have access to it. Data will be kept in an encrypted file on a private laptop as per UWTSD Research Data Management Policy and UWTSD Data Protection and Storage Protocol guidelines.</p> <p><i>(this box should expand as you type)</i></p> |

## SECTION J: Data Protection and Storage

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|
|   | Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?                                                                                                                                                                                                                                                                                                                                                                                                                      | YES                        | NO                       |
| 1 | <p><b>“Personal data”</b> means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.</p> |                            | X                        |
|   | If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |                          |
| 2 | <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                            |                          |
|   | Does it involve special category data (as defined by the GDPR)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | YES                        | NO                       |
| 3 | <p><b>“Special category data”</b> means sensitive personal data consisting of information as to the data subjects’ –</p> <p>(a) racial or ethnic origin,</p> <p>(b) political opinions,</p> <p>(c ) religious beliefs or other beliefs of a similar nature,</p> <p>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</p> <p>(e) physical or mental health or condition,</p> <p>(f) sexual life,</p> <p>(g) genetics,</p> <p>(h) biometric data (as used for ID purposes),</p>                               | <input type="checkbox"/> X | <input type="checkbox"/> |
|   | If YES, provide a description of the special category data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                          |
| 4 | <p>To see if physical education has positive impact on mental health</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                          |
|   | Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?                                                                                                                                                                                                                                                                                                                                                                                                                                | YES                        | NO                       |

|    |                                                                                                                                                                                                                                     |                                     |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 5  | Manual files (i.e. in paper form)?                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6  | University computers?                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Private company computers?                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Home or other personal computers?                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9  | Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 10 | "Cloud" storage or websites?                                                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11 | Other – specify:                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12 | For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation: |                                     |                                     |
|    | (this box should expand as you type)                                                                                                                                                                                                |                                     |                                     |

|    |                                                                                                                                                                                                               |                                     |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
|    | <b>Data Protection</b>                                                                                                                                                                                        |                                     |                                     |
|    | Will the research activity involve any of the following activities:                                                                                                                                           | <b>YES</b>                          | <b>NO</b>                           |
| 13 | Electronic transfer of data in any form?                                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Sharing of data with others at the University outside of the immediate research team?                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | Sharing of data with other organisations?                                                                                                                                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16 | Export of data outside the UK or importing of data from outside the UK?                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | Publication of data that might allow identification of individuals?                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19 | Use of data management system?                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 20 | Data archiving?                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 21 | If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate): |                                     |                                     |
|    | Research will be shared with UWTSD academic staff. This will be in the form of a final written report                                                                                                         |                                     |                                     |
|    | (this box should expand as you type)                                                                                                                                                                          |                                     |                                     |
| 22 | List all who will have access to the data generated by the research activity:                                                                                                                                 |                                     |                                     |
|    | BSC applied Psychology student (researcher) and Dr Stuart Jones (supervisor)                                                                                                                                  |                                     |                                     |
|    | (this box should expand as you type)                                                                                                                                                                          |                                     |                                     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |                                     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------|
| 23 | List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |                                     |
|    | Stuart jones (supervisor)<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |                                     |
| 24 | Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.                                                                                                                                                                                                                                                                                                                                                                                                |     |                                     |
|    | Data will be both in paper form and electronic. Any paper form data collected will be stored in a private, locked cabinet by the researcher over the data collection period. Analysed data will be held electronically, in a password protected file on a private laptop. Consent forms will be kept separately to data at all times. All data (paper and electronic) will be passed to the researcher's dissertation supervisor on completion and write up of the study. Data storage arrangements will all be in line with the universities data management policy.<br><i>(this box should expand as you type)</i> |     |                                     |
| 25 | Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtsd.ac.uk/">https://researchdata.uwtsd.ac.uk/</a> ). If so please explain. <i>(Most relevant to academic staff)</i>                                                                                                                                                                                                                                                                                                                                                                           |     |                                     |
|    | Data will not be held in the UWTSD Research Data Repository at this stage of study<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                                     |
| 26 | Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtsd.ac.uk/library/research-data-management/">https://www.uwtsd.ac.uk/library/research-data-management/</a> )                                                                                                                                                                                                                                                                                                                                                                                                            | YES | <input checked="" type="checkbox"/> |
| 27 | Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | YES | <input checked="" type="checkbox"/> |

## SECTION K: Declaration

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|
|   | <p>The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.</p> <p>In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <a href="https://www.uwtsd.ac.uk/research/research-ethics/">https://www.uwtsd.ac.uk/research/research-ethics/</a></p> |  |       |
| 1 | Signature of applicant:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Date: |

### For STUDENT Submissions:

|   |                                 |  |       |
|---|---------------------------------|--|-------|
| 2 | Director of Studies/Supervisor: |  | Date: |
| 3 | Signature:                      |  |       |

### For STAFF Submissions:

|   |                                    |  |       |
|---|------------------------------------|--|-------|
| 4 | Academic Director/ Assistant Dean: |  | Date: |
| 5 | Signature:                         |  |       |

**Checklist:** Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

|                                     |                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                        |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                         |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                    |
| <input checked="" type="checkbox"/> | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                   |
| <input type="checkbox"/>            | I have attached a full risk assessment (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                                                                    |
| <input checked="" type="checkbox"/> | I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.                                                                                      |
| <input checked="" type="checkbox"/> | I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director. |

### RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to [pgresearch@uwtsd.ac.uk](mailto:pgresearch@uwtsd.ac.uk), with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

**STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES** should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

**This form is available electronically from the Academic Office web pages:**

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

### **Appendix 3- interview questions**

- 1. In what ways do you believe pupils can develop physically, cognitively, and socially through engaging in PE at secondary school?**
- 2. What impact do you think PE has on secondary pupils' psychological and emotional wellbeing?**
- 3. What other benefits do you believe secondary pupils gain from engaging in PE, for example, academic performance, fitness levels, eating habits, body positivity?**
- 4. What factors do you believe cause pupils to disengage from PE?**
- 5. What environmental elements do you believe negatively affect the teaching and learning of PE in secondary education?**
- 6. Do you think being athletic affects how you are graded in secondary school PE?**
- 7. What about the way PE is structured in school do you think is flawed?**
- 8. What are factors that you think causes pupils to engage more in PE?**
- 9. Why do you think that the UK government make it mandatory for everyone in schools to participate in secondary PE?**

### **Stimuli-Interview questions with answers**

#### **1. In what ways do you believe pupils can develop physically, cognitively, and socially through engaging in PE at secondary school?**

**Participant 1:** I think by participating in PE it can encourage healthy behaviours which will go into later life. Also, participating in a sport or some form of physical exercise is great for building your social confidence, which can help with anxiety and the feeling of isolation.

**Participant 2:** Participating in PE is important for a healthy mind and body, some students may only do physical activity during PE lessons and not as a routine part of their homelife, also physical activity can benefit if a student struggles in other subjects, they may feel relieved that they have found something they excel at.

#### **2. What impact do you think PE has on secondary pupils' psychological and emotional wellbeing?**

**Participant 1:** Depending on the situation I think it differs. If you are good at sports and exercise it can have a very positive effect and be a pleasant experience, however, if you have a negative experience within PE it will impact the way you look at exercise and sport, affecting individuals mental health negatively – can cause undue stress and feelings of anxiety due to the pressure of performing a certain way in PE.

**Participant 2:** How a person feels about PE will depend on their individual perspective and experiences. It's important to remember that everyone has different strengths and weaknesses, and it's okay not to excel in every subject. Some people may feel embarrassed if they are weak at sports, others will be competitive and thrive at sport.

#### **3. What other benefits do you believe secondary pupils gain from engaging in PE, for example, academic performance, fitness levels, eating habits, body positivity?**

**Participant 1:** I think it encourages being healthy overall and can encourage great eating habits to stay on top of fitness which can improve body confidence, also, I think exercise can help clear the mind and help with studying and getting better grades.

**Participant 2:** If a person enjoyed PE classes in school, they are more likely to develop a lifelong interest in physical activity and exercise. This can lead to a healthier lifestyle, which can have numerous physical and mental health benefits, PE classes can be a

social environment, and positive experiences in this setting can encourage a person to seek out social activities and form relationships in adulthood.

**4. What factors do you believe cause pupils to disengage from PE?**

**Participant 1:** I think the staff do not support their pupils enough and favour the people who are much better at sports, and this will cause the ones who may not be as good to disengage. Also, peer pressure, when other children make fun of are watching it can cause them to disengage.

**Participant 2:** Embarrassment: In some cases, students may feel embarrassed if they are singled out, as well as developing at different stages of adolescence, body image for girls and boys can be difficult and shameful for some students.

**5. What environmental elements do you believe negatively affect the teaching and learning of PE in secondary education?**

**Participant 1:** Not having the right or enough equipment to provide students with the correct PE. Having a secure, clean and tidy place to do sport.

**Participant 2:** Lack of proper facilities, such as inadequate gymnasiums or outdoor fields, can limit the types of activities that can be taught and learned in PE, and may also pose safety concerns. And limited resources, such as equipment and supplies, can limit the variety of activities that can be offered in PE and may also limit the ability of teachers to effectively teach and assess student learning

**6. Do you think being athletic affects how you are graded in secondary school PE?**

**Participant 1:** Yes, I think it will be easier to gain grades as favouritism comes into play!

**Participant 2:** Yes, I do! I think the more athletic students would be put into top grades in PE lessons and the non-physical student put into lower groups, which I found discriminating.

**7. What about the way PE is structured in school do you think is flawed?**

**Participant 1:** The flaw in PE in school is that it doesn't give choice, some sports are only available to boys or girls or by how good you are.

**Participant 2:** More choice in activities should be offered, and mixed gender sports.

**8. What are factors that you think causes pupils to engage more in PE?**

**Participant 1:** Support by peers and the staff, incentives and choice.

**Participant 2:** Fun and interactive activities, inclusive and support from peers and staff.

**9. Why do you think that the UK government make it mandatory for everyone in schools to participate in secondary PE?**

**Participant 1:** I think they have made it mandatory to encourage health behaviours, to bring the obesity rate down across the UK and to get students to love being active as it promotes healthy lifestyles and positive mental health.

**Participant 2:** Having good experiences in physical education (PE) in school can have a positive impact on a person's adulthood, for mind and body.

## **Appendix 4-Codes**

### **Positive health**

- 1. Encourages healthy behaviors
- 5. Healthy mind and bodies
- 10. positive effects
- 10. Pleasant experiences
- 20-21. Encouragement towards eating habits
- 21. Stay on top of fitness
- 26. Healthier lifestyle
- 28. Seek out social activities
- 54. Encourages better health behaviors
- 55. Obesity rate down
- 56. Healthy lifestyle

### **Positive Mental Health**

- 3. Social confidence
- 3. Helps with anxiety
- 4. Helps with solitude
- 8. Feeling of relief
- 21. Better relationships with body image
- 22-23. Exercise helps towards studying and better grades.
- 27. Positive towards social environment
- 52. Getting enjoyment from PE
- 56. Positive mental health
- 58. Positive impact for mind and health

### **Negative Mental Health**

- 11-12. Negative outlook on exercise and sport
- 13. Feeling pressured
- 13. Feelings of anxiety
- 18. Feelings of embarrassment
- 31. Peer pressure
- 31-32. Bullying can cause disengagement
- 35. Negative body image
- 35. Shameful of themselves
- 49. Some sports are gender specific

## **Impacts**

- 12. Having effects on mental health
- 18. Weak at sports
- 18. Competitiveness
- 19. Thrive at sports
- 25. Develop lifelong interest in PE.
- 26. Physical and mental health benefits
- 28. Positive relations to adulthood
- 29. Not enough support
- 29-30. Favoritism among staff
- 34. Singled out
- 35. Shameful of themselves
- 42. Negative impact on teachers teaching
- 43. Favoritism
- 45-47. Discrimination amongst pupils
- 51-52. Support by peers and staff

## **Miscellaneous**

- 5. Participating in PE is important
- 9. Depending on situations it differs
- 15-16. Individual perspective
- 16-17. Everyone develops differently.
- 36. Not enough or enough equipment
- 37. Not having clean or tidy place to do sports
- 40. Limited resources
- 40. Safety concerns
- 43. Easier to gain grades
- 50. Should be more activity choices