

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet - Dissertation

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Module: Independent Study (Dissertation)

Module Code: SHSS 6070

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.										
What do you consider to be the best aspects of this work?	This best aspects of this work could possibly be the literature review, and the results gathered from the interviews									
Which aspects do you consider could have been improved in this piece of work?	Possibly the data collection, I possibly could have used another teacher to gain more information, or used two different schools to have a wider range of information.									
What have you found most satisfying whilst undertaking this submission?	By undertaking this submission I have enjoyed the research into this area and I have gained a lot of insight into the barriers girls face every day.									
ASSESSMENT CRITERIA	Learning Outcome	GRADE								
		Poor < 20%	Weak 20-29%	Unsatisfactory 30-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 84%	Exceptional 85– 100%	%
Abstract	2									5%
Introduction (including research question and / or hypotheses)	1									10%
Literature review	1									20%
Method & research design	2,3									15%
Results obtained & analysis of results using an appropriate method	4									20%
Discussion	4,5									25%
Conclusion	4									5%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .										
TUTOR COMMENTS:										
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**SCHOOL OF SPORT, HEALTH AND OUTDOOR
EDUCATION**

DEGREE OF BACHELOR OF ARTS (HONOURS)

PHYSICAL EDUCATION

**TEACHERS PERCEPTIONS OF INFLUENCES ON KEY
STAGE 3 & 4 GIRLS' PARTICIPATION AND ENGAGEMENT
WITHIN SECONDARY PHYSICAL EDUCATION**

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Undergraduate Dissertation Certificate



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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed C.E.Roberts (Student)

Date 7/05/2020

DECLARATION

I am satisfied that this work is the result of the Student's effort.

Signed (Lecturer)

Date

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Over the recent years there have been a great importance on the promotion of physical activity, and this is due to the health benefits and evidence that a healthy lifestyle throughout adolescence can equate to reducing health problems during adulthood (Dobbins et al., 2009). However, Women's Sport and Fitness Foundation discovered that 80% of females in the UK are not participating in regular physical activity.

This study was constructed to investigate teachers perceptions on the engagement and participation of key stage 3 & 4 girl in secondary PE. A qualitative approach was implemented in order to carry out the data collection, to gain an insight into what the teacher perceive are barriers that adolescent girls face when participating in physical education, and what consequences these will lead to. The interviews with Physical Education teachers were conducted in order to obtain in-depth information from professionals who have an insight into these barriers on a daily basis, and by conducting the interviews, common themes were chosen. Once the interviews were transcribed, they were then set into the themes, from these results, they suggested that the teachers perceived that there were a variety of barriers facing adolescent girls when participating in physical activity, and the main barriers for them are the effect of boys and their body image and issues with kit. Teachers have revealed the interventions they put in place to help combat the issue and attempt to increase the engagement in PE from girls, but they come with their limitations, and each teachers approach differs.

The findings gathered from this research study will go towards supporting previous studies by other researchers. Throughout this study the barriers that affect the engagement and participation of girls in PE will be highlighted, this research will therefore provide a basis of knowledge which people could use to help and prevent the barriers adolescent girls face.

CHAPTER 1

1.0 Introduction

Physical education is a statutory subject for children up to the age of 16 in all schools across the United Kingdom. Fairclough & Stratton (2006) state that participation in PE allow interaction between students, and because of this PE is a subject that's not like any other subject in secondary school, as the mind and body educational development are both considered (Hill & Hannon, 2008). The PE curriculum includes a variety of different activities to help encourage adolescents to participate in life long physical activity, if people engage with physical activity and have positive experiences through participating from a young age, they will be more inclined to keep on taking part in physical activity and sport throughout their lives, stated by Capel and Whitehead (2013). Therefore, PE is an important subject for students in their early experiences of physical activity, their overall development and lifelong participation (Bailey, 2001).

Armour (2013) propose that there's a misunderstanding that physical education and sport are identical and that they pursue the same sort of activities. Although there is a distinction between the both, PE is part of the National Curriculum, and the activities are taught as part of the requirements within the curriculum that is delivered in England, Wales and Scotland (Evans & Penney, 1995). Whereas Capel & Piotrowski (2000) states that sport is aimed at children and adults and is taught by a coach within the community, or it's an extra-curricular activity within schools.

Trudaeu et al (1999) proposes that young people who have a positive experience in physical education lessons will often be more physically active for life. In contrast, The World Health Organisation (2019) state that 85% of adolescent girls do not meet current recommendations of doing at least one hour of physical activity per day. Research also shows according to Cale & Harris (2006) that in the last decade, there has been a decline in the amount of adolescent girls who participate in physical activity. Despite that physical education influences physical and social experiences (Gorley et al., 2003) the number of girls who participated regularly in PE lessons in secondary schools has declined in the UK (Craike, 2009)

A result of this is that there's research being carried out on the negative perceptions and experiences of PE from adolescent girls, for example Sport England (2015) have attempted to find new ways to try and promote physical activity, to deal with the national health problems that are related to the lack of exercise.

There is research on barriers that stop adolescent girls participating, and it shows more depth on why they are disengaging with physical activity, adolescent girls have identified an abundance of different barriers that are stopping them from participating. One barrier suggested by Women's Sport and Fitness Foundation (2008) is how male's dominate the culture of sport, this then creates inequality between the genders, and within the curriculum and there's a possibility it can lead to having a negative impact on girls' participation (Flintoff and Scratton, 2006). Another study carried out by WSFF (2013) stated that 51% of girls said they were 'put off physical activity because of their experiences of school sport and PE'. This meaning, teachers within the school need to work and find a solution that will help overcome the barriers associated with the participation of adolescent girls.

Providentially, the disengagement of adolescent girls in physical activity is becoming an issue that's being addressed more frequently, and more literature is being developed about the interventions that could address the needs of the girls to participate (Camacho et al., 2011). Robbins et al (2009) states that it is important to understand the barriers girls face when it comes to participating in physical activity, and also to understand what motivates them, and these are essential to create intervention strategies that can work towards preventing a decline in girls' participation. One example of an intervention aimed at girls participating is the Nike Girls Project "Girls in Sport", and the aim of this is to help develop a girl friendly form of PE and they worked with 64 schools across England. This intervention had shown success, but the participation of adolescent girls still seems to be declining and girls are disconnected with their PE experience at school (Gibbons and Humbert, 2008). Figures from WSFF (2008) show that 23% of women said that 'school PE put them off activity for life', this shows that more needs to be done to combat this problem in the future. As it is, the interventions in place currently are inadequate, this then questions if the evidence from interventions does provide appropriate understanding of the reasons for the low numbers of participation and for overall participation in physical activity (Allender et al., 2006)

The purpose of this study is to research the perceptions teachers have on what engages girls in key stages 3 & 4 to participate in physical education, and to also investigate the perceived barriers that stop adolescent girls from participating in PE. Also, there is little research on the

teachers perceptions on girls PE participation, and how they address their inactivity, this study will make an attempts to develop our knowledge and understanding of this.

CHAPTER 2

2.0 Literature Review

2.1 Importance of physical activity and sport

It's widely reported that regular participation in physical activity and sport can be beneficial for one's physical, social and psychological health (Batty and Lee, 2004; Warburton, Nicol and Bredin, 2006; Centre for Disease and Prevention Control, 2011; WHO, 2015; Lindheimer, 2015). The UK Governments have been continuously trying to promote this and have set a target to achieve, which is to get 70% of the population participation in activity by 2020 (Department of Culture, Media and Sport, 2002). The National Health Service (NHS, 2018) believes that physical activity is valuable to individual's health and quality of life, it will help them to tackle the increasing obesity problem in the UK. Obesity statistics from the Health and Social Care Information Centre (2015) show that 28% of children between the ages of 2-15 are classed as being obese or overweight. Thus meaning, that 1 in 4 children in this age range are at an unhealthy weight and that urgent action is necessary. With this in mind, a promotion of leading a healthy lifestyle from a young age through to adolescence years and into adulthood is desirable (Warburton, Nicol and Bredin, 2006) however research literature implies engaging and maintaining adolescent females' participation is problematic (Corbin, 1987; Dobbins, 2009; Spencer, Rehamn and Kirk, 2015).

Spencer et al. (2015) proposes that low participation is because of gender issues and stereotyping, but since the 1970's the levels of female participation in sport have steadily risen because society recognises that women are capable of competing in a variety of sports. Some of these sports were traditionally branded as a sport exclusive to men due to their strength and prowess (Collins and Kay, 2003). Coakley and Pike (2009) claim that there are five contributing factors for an increased participation in female sport. The factors were for there to be equality for women's rights, there's a greater health and fitness awareness, an improved opportunity to participate and there's a wider media coverage and interventions by the government in place like the "Women in Sport" policy (Sports Council, 1993). This policy was aimed at increasing females participation in every aspect of sports management and delivery at every level. There are also other policies which seem to have been successful to a an extent such as, The Active People Survey 4 (Women's Sport and Fitness Foundation, (WSFF), 2011) they reported in 209/10 that 2.76 million women participated in sporting activities every week, the number had increased 35,000 since 2008/09.

In the 1990's studies highlighted the difficulty of engaging adolescent females in physical activity (Rich, 2004; Salter, 2010) and gender differences in physical activity were still apparent. In 2018, the World Health Organization stated that globally in 2010, 27% of adult women aged 18 and over were not active enough, and globally 84% of adolescent girls aged 11-17 were insufficiently physically active in 2010. Whereas adolescent boys were at 78% of not meeting the recommendations of physical activity.

Habits and attitudes towards physical activity are formed during childhood. (Malina et al., 2004) The attitudes formed at an early age are then likely to last through adolescence and into adulthood, consequently the quantity and the quality of physical activity gained during the childhood stage can create an impact on participation in the long term, which will lead to an impact on health. There are several benefits that are linked with physical activity participation during childhood that Malina, Bouchard and Bar-Or (2004) have highlighted, one benefit is increased bone strength. Physical activity is also to improving ones cognitive function (Sibley & Etnier, 2003).

Stroth et al. (2009) support this, they conducted study on 14 subjects between the ages of 17-29 and the aim was to see how and if a regular exercise programme will improve their cognitive ability. In the study, the participants had to run for 30 minutes 3 times a week for 6 consecutive weeks and with testing, the findings from the study showed that the participants displayed an improved memory and positive mood changes.

Since 2011 the government and health bodies regularly issue physical activity guidelines to help educate the public on the benefits of participation in physical activity and sport, "regular physical activity is associated with improved learning and attainment, better mental health and cardiovascular fitness, also contributing to healthy weight status." (UK Chief Medical Officer, 2019). In the guidelines issued by The Department of Health stated that children and adolescents should take part in 60 minutes of physical activity a day, which can be achieved through participation in the compulsory school PE lessons.

Allender et al. (2006) state that despite the health benefits of participation in physical activity, many girls will drop out as soon as possible and even more if the PE lessons are not compulsory. This is more likely to happen when they leave school and compulsory PE and go into further education or work. There are a variety of reasons that have been recognised for

the drop of participation in adolescents, which includes wanting to try something new, time constraints and have other commitments to fulfil (Dwyer et al., 2006).

Adolescents who are already involved in sport and end up dropping out, this could be down to lack of support, loss of interest, the coaching is not suitable, their opportunity to compete lessens or the transition from junior to senior competition becomes a difficult, but there could also be other barriers too. Brodersen et al (2007) says that the barriers need to be identified as sedentary behaviour, and that this is more common later in teenage years, measures need to be put into place to attempt to overcome them.

2.2 Barriers to girls participation

Research and discussion about the barriers and issues that come with female participation in sport is important to be carried out as it will help to fully understand the impact of them.

This literature review will show barriers to female adolescents participation in physical activity and sport are common factor in research (Flintoff and Scraton, 2001; Porter, 2002).

Barriers are obstacles that need to be overcome, especially when trying to participate, maintain or increase regular physical activity (Higgins et al., 2003; Robbins, Pender and Kazanis, 2003). There are even more barriers for adolescent girls, and research shows acknowledgment for their perceived barriers. These types of barriers are ‘the most consistent negative psychological correlate of physical activity’ (Sallis et al., 2000).

The significance of a barrier is down to the person, the barriers here are related to adolescent girls in key stages 3 & 4 of PE. Plenty of researchers (Kirk et al., 2000; Whitehead and Biddle, 2008) have identified what the main barriers seen by adolescent girls were PE kit, their body image and low self-confidence and esteem, competence in their ability, the lack of time and the opposite sex.

In addition to apparent barriers, Bailey et al. (2005) implied other factors affecting girls’ participation in sport. Parents and peer groups are both social and environmental factors that contribute to girls’ participation and can possibly affect their participation. Physical active adolescents are more likely to socialise with other girls who are also physically active, and parents who tend to be active have been shown to develop more active adolescents (Whitehead and Biddle, 2008). The other environmental factors that will contribute to decreased participation from girls include the weather, as Flintoff and Scraton (2001) state that girls do not engaged positively in PE lessons that are outside in the cold weather, and there are also a lack of female sporting role models for girls (WSFF, 2008). Girls from

different backgrounds and environments possibly have different barriers when participating in physical activity (Dwyer et al., 2006). Adolescents are not homogenous, so there's likelihood that they have different needs and develop at different rates. Constantinou (2009) formed a study in USA and saw that there were some girls who enjoy being competitive in PE, and enjoyed mixed gender classes as it was a chance for them to show their skills off in front of the boys. On the other hand, a study completed in Scotland by Biddle et al. (2005) found that PE is overly competitive, and another study conducted by Hannon and Ratliffe (2005) discovered that girls rather single-sex PE lessons as they prefer not to be compared to the boys and do not want critical comments from them. Further research must be conducted to explore the abundance of barriers in place for adolescent girls in physical activity, and attempt to tackle them.

2.3 Gender norms in PE

Ryall (2016) says that sport was 'created by men for men' and this is because 'men were able to carry out the greatest physical performances, and who wielded the most power in society'. Connell (1987) implies that hegemonic masculinities are more dominant and femininity is more subordinate. This then leading to females feeling as though they are forced to comply with this, as they are deemed feminine and feel as though they need to adhere to the physical norms of femininity according to society (Garrett, 2004). The beliefs of gender norms leads to gender stereotyping in a society, this includes lessons in school PE.

A study from Denmark discovered that adolescent girls behaved differently and also had a different attitude in PE lessons in comparison to boys (Nielsen and Pfisters, 2011). Eime (2013) specified that girls refuse or avoid any activity that is vigorous or contested as they wanted to avoid sweating and affect their body image. Also, they found out from video observations and interviews that if and when girls participated, it was mainly in low intensity physical activity and with little enthusiasm. Though, Denmark's gender norms are perhaps different in comparison to Wales' as there are different cultural variations. A study in the UK by Rees et al (2006) stated that girls would avoid any physical activity that was vigorous as they wanted to avoid sweating, as this would affect the girls socially because it goes against the ideal female identity in the western society. Useful information about gender norms and adolescent girls comes from this literature, it backs up the claim about girls avoiding physical activity that requires more effort, and girls feel the need to show their feminine

characteristics. Loughborough University carried out a survey for the WSFF (2011) and in the results 48% of girls said that if they're sweaty it is not feminine, and a third of boys said that girls were not very feminine if they took part in physical activity.

Armour (2013) says that the process of decision making made by adolescents over their participation in PE could be associated with how they perceive their masculine or feminine role within society. Sport is viewed as mainly dominant by male participation (Scruton et al., 1999). A female's role could then be at a disadvantage to girls who are wanting to participate in PE, because they could be perceived as being overly masculine and they're not fulfilling the gender norm of being female, this will create a barrier to their participation in PE and sport. Armour (2013) then states that female bodies are excluded in sport, and male bodies are seen to be the normal physicality. The media are sending out signals to girls regarding how their image should look and how they should behave, to fit the gender norms (Armour, 2013). According to Daniels (2009), the sports media produces 'appropriate bodies' for genders, and young people are then encouraged to desire these, one is that women are seen as being slender and graceful instead of athletic and powerful (Dworkin, 2001). This will discourage girls taking part in PE or sport as they would like to avoid a masculine body.

Teachers also play a role in the structure of gender norms through their pedagogy (Brown and Rich, 2002). Through research from Green (2003) many teachers enforce stereotyping of genders through the sports that the girls and boys take part in, more traditional gendered sports. Brown (1999) and Brown and Rich (2002) conducted studies in life history and they highlighted that student teachers desired to be their own self when they're teaching, but felt that there was pressure put on them to "put on a front" when faced with behaviour that was complicit masculine in a class. Teaching interactions are merely theatrical performances, and student teachers interacted the way they would to sustain an impression of their teaching self that they desired to be, and it would be complicit to masculine behaviours (Goffman, 1979). There was mention from the study that you teachers would have to portray a masculine character to be successful, and that within lessons teachers would more likely treat boys and girls differently, and this behaviour would be more likely to reconstruct the gender order (Brown and Rich, 2002). These studies concluded with a suggestion by Brown and Rich (2002) that students on their PGCE 'tended to reinforce and legitimate gendered pedagogy and did very little to challenge underlying biologically attributed assumptions about boys' and girls' gendered behaviour'. Green (2003) also suggested from a different study that some

teachers felt that if they taught girls a non-traditional sport to girls, like football as an example, this would then cause a stir.

In the western society there are powerful norms and these affect the girls' participation in PE, and a way to change this is to make a change to societies beliefs about the feminine role (Shilling, 2006).

2.4 Teacher' perceptions to barriers

We know somewhat little 'about how PE teachers themselves understand, perceive and address the issue of girls' experiences, inactivity and/or the "opting out" of PE and sport by many girls' (Rich, 2004). Nevertheless, there have been a few studies that have documented teachers' perceptions on the barriers to girls' participation in PE. One example of these studies is Green's (2009) study, where one teacher perceived that girls would be 'less keen to be completely involved' because they grow to enjoy recreational sport more, this suggesting that competition in PE is a barrier to the participation of adolescent girls. Another teacher from the same study supposed that girls wouldn't like to 'get changed into PE kit and go out and then go home sweaty or wrecking their make-up' (Green, 2009).

Brown and Rich's (2002) also done an investigation, and a teacher from their study thought that girls' non participation was down to them not wanting to 'break their nails'. The views by both of these teachers are a stereotypical barrier to female participation, Whitehead and Biddle (2008) state that some adolescent girls agree with these teachers' views as they identify that being sweaty and the importance of their appearance as barriers.

CHAPTER 3

3.0 Methodology

3.1 Introduction

Thomas and Nelson (2001) identified that the methodology is purely an description of how the study is conducted and how researchers should be able to replicate the study from a description that is given of what was done. Before this is done, the research should be positioned into a certain paradigm, this refers to how it's being viewed by the researcher and ones 'basic belief systems that represent the most fundamental positions we are willing to take' (Guba and Lincoln, 1989, cited by Sparkes 1992). When a researcher uses different paradigmatic assumptions, it will allow them to be able to view the 'world in a different way, go about investigating it in different ways and report their findings in different ways' (Sparkes, 1992, p.15).

This research is intended to pinpoint and explore influences on adolescent girls' participation and engagement within secondary PE lessons. The age group of that's been chosen are girls from key stages 3 and 4. Finch and Whitehead (1998) done research on the barriers on female participation between the ages of 16-24, and looked into the how and why these barriers were affecting their levels of physical activity. They collected the data through focus groups and conducting in-depth interviews. 22 years later on, and some of the questions asked then are still being asked now.

3.2 Qualitative approach

For this study the qualitative research method was used to help investigate the influences of adolescent girls' participation in secondary PE. Through using a qualitative research method "one can see exactly which events and experiences led to which consequences, and derive fruitful explanations" (Miles and Huberman, 1994). To determine what research approach is used you need to look at what the nature of your research entails and what are the objectives of the research (Gratton and Jones, 2010). An example from Gratton and Jones (2010) says that if the interest of your research is a measurement of a particular phenomenon, then you will use a qualitative research approach. If you're interested in researching peoples thoughts and feelings, these factors are difficult to measure, thus a qualitative research approach would be effective and appropriate for this (Gratton and Jones, 2010). A qualitative research method

is also referred to as a naturalistic inquiry (Gratton and Jones, 2004). And this notion relates to an interoperative method to knowledge, being able to seize methods that are not quantifiable, like feelings, thoughts, perceptions and personal experiences (Gratton and Jones, 2004). Patton (2002) suggests that a qualitative research approach should then be used because it will enable the researcher to gain a in depth and more detailed view, which would be harder to do and unlikely to achieve by using any other research method.

The aim of this study and the envisioned outcome is to gain a more in-depth understanding of what teachers perceptions are on what influences adolescent girls' engagement and participation within PE. A qualitative research method is useful to research and analyse individual or a group's experiences, and by doing this it will enable you to analyse interactions and communications between one another through practices (Barbour, 2007). This explains why a qualitative approach is being used, because it allows the reared to have an in-depth insight into an individual's personal experiences. The aim of this research will be approached by analysing individual interviews conducted with teachers to understand their perspective is on the influences of girls participation in PE.

3.3 Pilot Study

A pilot study was conducted before proceeding with the interviews to ensure that the interview guide was efficient and that the questions that were being asked were relevant for the information that was needed for the research. The pilot study was also conducted to judge the duration of time the interview would take.

After the pilot study, the participant highlighted some questions that seemed to lengthy, or that were hard to understand, so due to this changes were made before the main interviews. Also, the participant had highlighted how seeing the interview guide questions before hand would be beneficial as they could listen and also read the question for better understanding, and come up with a more in-depth answer for the questions. "Giving a guide to each participant before the interview helps keep the interview on track and give the interviewee an idea of what questions are going to come up" (Paley, 2008). Due to this, the main participants were given a guide prior to the interview.

3.4 Participants

The participants for this study were 4 current secondary school physical education teachers in a school in South Wales. The teachers were all from the same school. I felt as though this number of participants was good as it was big enough to gain in-depth information to contribute to this study, and it was also enough to ensure the information was valid and I could keep on track.

The four teachers have all completed a degree in sport related subjects and their experiences varied from 1 year of teaching up to 20 years. They all had experience in teaching single sex classes as well as coeducational from their time teaching.

They were given information sheets ahead of the interviews so they fully understood the procedure of the upcoming interviews, and had an explanation of why the study was being done. They were all given consent forms on the day of the interviews, this was done so they would understand the conduct of the study and for clarification that they were willing to participate in the study, they also gave verbal consent before the interviews began. The teachers understood that all information that was to be gathered was completely anonymous and that the interview was not aimed to make judgments. The interviews were purely for research purposes, and the teachers were encouraged to answer the questions as truthful as possible. They were also aware that their participation was optional, and that they could withdraw from the study at any time without reason or problem.

To conduct the interviews the teachers and interviewer were in a room separate from the other participants, by doing this I felt as though it would take the pressure off them as they knew that the other teachers would not be hearing their answers so they could speak more comfortably. The interviews were recorded using a Dictaphone, and the interviews took from 10 – 15 minutes.

3.5 Data Analysis

Once the interviews had all been completed, the first step for analysing was to transcribe the interviews into quotes. The transcripts were then analysed by being read on several occasions to become familiar with the content and set any reoccurring themes that arose from each interview. This sort of approach is able to provide ‘substantial, vibrant and consequential

flavour' (Miles and Huberman, 1994) this will then provide the reader with something interesting instead of pages of numbers, and this would be found in a quantitative research approach.

From the interviews, there will be some information that isn't relevant for the study, and this will be extracted by using a data reduction procedure that was suggested by Miles and Huberman (1994). There were key themes highlighted from the interviews and to be analysed, these themes were, boys' effect on the participation of girls, the girls' drop off age of participation, body image and confidence and also issues with kit. These themes were specifically chosen as they were frequently discussed across the four teachers, and they were discussed as barriers to the participation of girls in PE. From the analysing, specific quotes were chosen and then were organised into theme headings. The quotes were then included in the work, which Hatch (2002) suggested to do to enable support when writing the results and discussion chapter.

CHAPTER 4

4.0 Results and Discussion

4.1 Results

In this chapter, the data collected from the qualitative interviews are going to be interpreted and there will be a discussion on common themes that arose during the interviews. Specific quotations have been selected from the interviews and have been incorporated into the text to summarise. During the interviews the teachers were asked questions on what barriers do female adolescent's face when participating in PE and what strategies they have used to overcome these barriers.

Throughout the interviews I noticed common themes each teacher discussed. One theme was the effect boys have on girls' participation, the teachers all discussed how adolescent girls would usually be less inclined to take part if they were participating with boys. Teacher 1 suggested that sport is known to be more male orientated :

....just generally in society, I think sport tended to be, always has been sort of male orientated domain. (Teacher 1)

Further to this teacher 1 and 4 also believed that the engagement of boys in PE lessons was greater than the participation of adolescent girls:

It tends to be in school with us, it tends to be less with the girls than the boys, boys tend to take part more, uh participation is higher with the boys and engagement tends to be higher with the boys. (Teacher 1)

Well as a whole really the girls participation is, um, tends to be far lower than the boys as a whole. (Teacher 4)

Teacher 1 also discussed how as the girls get older they prefer to want more segregated lessons, and teacher 2 and 3 also discussed how girls are put off participation if they have to take part with adolescent boys:

....they especially, as they get older they tend to want to do more just girls only activities, and not mixed activities with the boys really. (Teacher 1)

....I think sometimes mixed classes can be a factor, um, depends on the individual but girls usually moan if they've got to do something in front of boys so that can be a problem as well. (Teacher 1)

....if we have to merge um, in our facilities with a group of boys, that's the first thing they ask is are we doing it with the boys, so I think that they prefer to kind of be isolated. (Teacher 3)

To combat this problem, the teachers often split the classes, to encourage more participation from girls:

....we do tend to split them quite a bit or, if they've got the option if they want to do it just as girls or just as boys, we give them that option now. (Teacher 2)

....splitting the boys and girls, we used to teach them in mixed classes, um, but we, three years ago we split them now so they have lessons just boys and just girls in the PE lesson inside and outside, and it had a big impact (Teacher 2)

The girls are a lot more comfortable as I said taking part, um, not only age groups but in the younger ones as well, um, we've also noticed it with the boys, but with the girls especially, um, they're happier and more comfortable taking part, they don't feel like they're being judged or the boys are there. Um, so that approach in splitting the classrooms to different sexes has worked really well. (Teacher 2)

During the interviews the teachers also discussed the age where the girls' participation tends to most likely drop off:

....there is, is a remarkable difference between girls in key stage 3 and key stage 4, and it tends to be in year 9 there tends to be a drop off, um, in participation for the girls in that age group really. (Teacher 1)

5x60 officers who come in and offer activities not a huge a uptake with girls, defiantly not with the older girls, some year 7, 8 girls will take part then tend not to bother much year 9, 10 and 11. (Teacher 1)

....the participation seems to drop off, so come year 9 they just come to a point where they're kind of less inclined to want to take part, whether they can't be bothered, there's obviously other sort of um, aspect that would come as part of that then. But yeah in general it just tends to um, kind of fall off as they get older. (Teacher 4)

This issue encouraged the teachers to evaluate their PE curriculum and what sort of activities they offered to adolescent girls, and made a change. The department offered the standard and traditional sports for girls such as netball and hockey, but they allowed the students to have a choice of different activities to encourage more engagement:

We have introduced over the last couple of years some different options for girls at key stage 4.... we've introduced dance last couple of years as well, which has been quite successful with the girls, they quite enjoy that. (Teacher 1)

....we've also introduced various, um, a vary curriculum in key stage 4, so year 10 and 11 girls and boys will have the opportunity to do things like, jujitsu, um, boxersice, um, we've just started spin classes at the local fitness centre, um, just having different activities for them to engage with... We've had girls playing rugby, uh, boys playing netball, uh, volleyball in school, and plus off site activities also which has um, which has seen a definite improvement in engagement and participation from the girls in school really. (Teacher 1)

....in key stage 4 and 5 with the core PE lessons, we try and we've tried a different approach, um, and we take them off site to do things like Zumba, uh or spin, boxercise, um your non mainstream sports and that's worked really well in getting a lot of them engaged. (Teacher 2)

We with the older groups so we've got in year 10 and 11 our core PE we give them options, so there's four different options every half term, um so they get to choose. So there's normally a few team sports, there's normally um something off site, and then

there's normally another internal one that we have to do in the hall. Um, so they get to choose, so I think that's been beneficial this year, we've seen participation shoot up this year. (Teacher 3)

Looking at our compulsory lessons that we have with year 10 and 11. Um, they've been able to choose different subjects and different sports so that they can take part in. So for example, they've been able to rather than just do the normal netball, hockey, um gymnastics maybe, um they've been able to choose things like spin, um spin classes, fitness classes, um they've done a boogie bounce, things like that. So it just encourages those who may be less inclined to participate to do something that they, um have more interest in something new, something different. (Teacher 4)

Another common theme the teachers discussed was adolescent girls' confidence and their focus on body image, and also how kit is a factor to the lack of participation. The girls old kit consisted of a skort and polo shirt, and the teachers found that the girls didn't enjoy wearing this kit and that they were uncomfortable participating in it.

The teacher discussed how they changed the kit and allowed the students to have a say in their new kit, allowing the students to feel heard and understood:

What's helped with us in school is allowing, uh, students to, uh, design their own kit. So that's helped with, uh, participation we've had far more, we've definitely had an increase in girls and boys, more so the girls since we've designed, they've had sort of the role of designing their own kit. (Teacher 1)

....we've change the kit 2 years ago, um, so they've got more options instead of just, uh wearing a skort, they're allowed to wear leggings, um and there's different types of shorts and that's had a massive impact on participation. (Teacher 2)

Other barriers could be things like kit, so in this school I know they've made some changes, they did a um, I don't know what it is in English, 'llais y dywsgwr', voice of the pupil, um, kind of questionnaire, pupil voice of the questionnaire, um and changed the kit after they had the answers to that. (Teacher 3)

....kit is an issue as well even though the school have more recently changed their kit, um just to kind of make it a little bit more fashionable, and um, and that the kids are obviously going to be, the pupils are going to be happier to um, wear so they feel happier during the lesson. (Teacher 4)

And the reasons why they decided to make a change to the kit, was due to body image, and ensuring students were comfortable to take part:

...body image or image perhaps more than anything, not so much negative body image but girls as they get older perhaps year 9, 10 and more, um, I suppose interest in how they look and they sometimes literally don't want to get sweaty and messy. (Teacher 1)

....making it (kit) as flexible as possible, um, you know understanding that um, body image and the way they look and they feel self-conscious kind of understanding that (Teacher 2)

I think it is something that um, if they feel happy and comfortable in what they're wearing then they are obviously going to feel a little bit more, um inclined to take part. (Teacher 4)

....if they're kind of quite self-conscious as well, that has a huge aspect in terms of um, especially with girls obviously body changing, body image, they come a little bit more maybe paranoid as well so they're very self-conscious. (Teacher 4)

From conducting the interviews, and picking out the common themes across each interview, I can see that the perceptions the teachers have on adolescent girls' participation in PE is that the participation levels are lower compared to the boys, and that the girls have a series of barriers stopping them from taking part and being active in PE lessons.

4.2 Teacher perceptions on barriers

Extensive research has been done about adolescent girl's perceptions of the barriers they face when it comes to physical activity (Dwyer et al., 2006; WSFF, 2008). From this study, the teachers perceived that girls face an abundance of different barriers and each discussed that

boys and body image/appearance were some of the main barriers affecting the girls participation, and this agrees with research done by Dwyer et al. (2006) and WSFF (2008). In addition to these, another problem the teachers addressed was the age of where adolescent girls tend to stop participating which Tucker (2018) addresses in his study.

Through the interviews common themes arose amongst the teachers about what they perceived were barriers for girls participating in PE. One barrier the teachers voiced were boys, and if girls had to participate in coeducational lessons, they would be less inclined to take part. This was found to be a barrier during PE lessons, as teacher 3 states ‘if we have to merge um, in our facilities with a group of boys, that’s the first thing they ask is are we doing it with the boys, so I think that they prefer to kind of be isolated’. Teacher 2 then states ‘they don’t feel like they’re being judged or the boys are there. Um, so that approach in splitting the classrooms to different sexes has worked really well’ this then suggesting and provides some evidence that girls are uncomfortable participating in PE lessons in front of boys. A study by O’Sullivan and Macphail (2010) state that girls has described feelings and emotions of negativity regarding physical activity participation because of boys creating some sort of uncomfortable environment. A study conducted by Puppo (2008) also had similar findings, and he found that some girls would have feelings of self-consciousness when participating in exercise or having to be physically active in front of boys. These feelings tend to be a common factor with girls during their adolescence, and during this time girls report to have feelings of low self-esteem and self-confidence (Brinthaup and Lipka, 2002).

Teacher 1 discussed how when girls get older ‘they especially, as they get older they tend to want to do more just girls only activities, and not mixed activities with the boys really’ and adolescent girls tend to voice their feelings on participating with boys in lessons as teacher 1 also states ‘girls usually moan if they’ve got to do something in front of boys so that can be a problem’. The classes are split mainly into single sexed lessons on the whole, and from the statements from the teachers interviews they show that girls would be less inclined to participate or make effort in lessons when in coeducational classes. Women are more likely to become embarrassed when participating in exercise in front of boys or during a mixed sex class, as girls are likely to have a perception that they are physically weaker than them, so they tend to fear failing in front of them (Kennedy and Markula, 2011).

Another common theme the teachers discussed was the age of when girls tend to stop participating as often. Teacher 1 states that ‘there is, is a remarkable difference between girls in key stage 3 and key stage 4, and it tends to be in year 9 there tends to be a drop off, um, in participation for the girls in that age group really’. Teacher 4 also states at the same age that the participation drops within girls ‘the participation seems to drop off, so come year 9 they just come to a point where they’re kind of less inclined to want to take part, whether they can’t be bothered’. A study by Turner (2018) states that a drop off of girls’ participation was ‘first identified in 1957’ so for decades girls are less inclined to be physically active in comparison to boys. He also claimed that ‘girls’ participation in PE and sport begins to drop off at age 14’ so once girls reach key stage 4, they drop off rate of girls participating seems to accelerate. To try and avoid this, the teachers discussed the different variety of activities they had started doing to entice adolescent girls to keep participating. Teacher 3 states that from allowing them the choice of activities, that their participation seems to have improved ‘We with the older groups so we’ve got in year 10 and 11 our core PE we give them options, so there’s four different options every half term, um so they get to choose. So there’s normally a few team sports, there’s normally um something off site, and then there’s normally another internal one that we have to do in the hall’. And teacher 2 also sees an improvement in engagement from allowing them choice and new activities ‘in key stage 4 and 5 with the core PE lessons, we try and we’ve tried a different approach, um, and we take them off site to do things like Zumba, uh or spin, boxercise, um your non mainstream sports and that’s worked really well in getting a lot of them engaged’.

Self-confidence and body image was also a common theme during the interviews. During the interviews, the teachers state the girls worry about their image, and worry about getting sweaty from taking part in physical activity, and how adolescent girls tend to feel more self-conscious in their kit. Teacher 1 addresses the issue of image ‘body image or image perhaps more than anything, not so much negative body image but girls as they get older perhaps year 9, 10 and more, um, I suppose interest in how they look and they sometimes literally don’t want to get sweaty and messy’. A study from Shaffer and Kipp (2010) stated how adolescent girls would generally lack in their self-confidence and self-esteem, and this would normally come as a result from past negative experiences.

To attempt to combat this issue of body issues and self-confidence, the teachers allowed to pupils to express their voice on what changes they’d like, and kit was the answer. Osborne (2014) found when studying girls’ issues with PE that the students are put off physical

activity because of what they have to wear, she said that ‘if you’ve got something you don’t like wearing, or you think doesn’t look nice, you don’t really want to do any sport in it’.

Teacher 1 states that from allowing the pupils to have a say in the new kit, that it has helped with the participation ‘what’s helped with us in school is allowing, uh, students to, uh, design their own kit. So that’s helped with, uh, participation we’ve had far more, we’ve definitely had an increase in girls and boys, more so the girls since we’ve designed, they’ve had sort of the role of designing their own kit’. Teacher 4 also addresses the participation since the new kit has come in and that now the kit is more ‘fashionable’ girls are more comfortable in what they’re wearing, helping with participation ‘kit is an issue as well even though the school have more recently changed their kit, um just to kind of make it a little bit more fashionable, and um, and that the kids are obviously going to be, the pupils are going to be happier to um, wear so they feel happier during the lesson’.

Limitations and future research

This study came with its limitations, as an example, all four teachers were interviewed for the study were from the same school, and so the answers for some of the questions asked (i.e what type of activities form the PE curriculum at your school?) were quite similar from the teacher, so the results were not varied when it came to analysing.

Also, there is little knowledge on how PE teachers understand and perceive adolescent girls’ experiences from their participation in physical activity and physical education, this meaning that this study has aided to strengthen this type of research. Nonetheless, the teachers perceptions on the engagement and participation of girls, and what they perceive as barriers may differ from research done of girls’ perceptions. Thus, it would be interesting to study the adolescent girls perceptions who attend on the same school, on their engagement and participation and barriers they face, and whether their perceptions differ from the teachers.

To avoid the issues of adolescent girls dropping out from participating in PE, interventions should be put in place from an earlier age. This is backed up by Gorely et al. (2011) as they suggest the decline of participation from girls starts during the later years of primary school, at or around 10 years old and then this continues to decline as girls get older. So research into interventions should be directed to girls at an earlier age rather than as they become teenagers. Finally, there are various studies about that have don’t research into the

interventions that could be used or need to be addressed to get and keep girls active, more research should be done to address these interventions to see if they are successful or not, and then the interventions that are then successful should then be repeated in other places to check their reliability.

CHAPTER 5

5.0 Conclusion

The purpose of this study was to study the perceptions of physical education teachers on the participation and engagement of adolescent girls, and then explore the barriers that girls face when they participate in physical activity and sport, and to investigate what strategies teachers have used to help combat the possible barriers. During the study, there were similar results found from other research on the disengagement of adolescent girls. To begin, from interviewing the teachers they recognised certain barriers girls in their school face and how they affect the participation and engagement, the three main barriers that were pointed out were boys, body image/self-confidence and kit. These barriers have significance as they are barriers that relate to the past barriers of girls, such as the male dominated culture within sport and the traditional and stereotypical views on femininity, and this suggests that over the years there hasn't been significant change.

During the interviews with the PE teachers, they made suggestions on how schools are able to tackle the barriers of participation for adolescent girls, and that's by addressing what prevents girls from taking part and engaging, and by providing single sex classes and offer of new kit were the ones that were identified. As well as these, the teacher also addressed different interventions to tackle the barriers, such as the effect of role models and allowing the girls within the school to have more access to more sport options, ensuring that teachers are flexible and understanding with adolescent girls and their personal issues and listen to them. One way to tackle barriers a teacher suggested was to educate parents more on the importance of PE, and also ensuring there is a variety of options available sport wise, allowing more diversity and choice. The type of interventions used are dependent on the location of the school etc, and dependant on facilities, which could pose a problem in more rural areas.

Two interesting pointers that came from the study were, firstly how the teachers emphasised the problem kit created, and from research it shows that across the UK that kit causes problems throughout the majority of schools, and that girls do not participate as they do not feel comfortable in their kit. Also another teachers suggested was the low participation of girls in comparison of boys. This is a dangerous suggestion, as its expected that girls will not participate in comparison to the boys and it will become an accepted norm, interventions may never completely solve the levels of participation.

Regarding future research, there is a lot more to be done. The researcher believes that a comparison research of the teachers and students perceptions on the engagement and participation, and also the barriers they face is done, also finding out the most successful interventions that could possibly tackle these problems and also discovering why they're successful, then replicating the research, this would be important to gain further knowledge and understanding of this matter.

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APPENDICES

Appendix A

Participant Information Sheet

Title of Project: *Teachers perceptions of influences on Key Stage 3 & 4 girl's participation and engagement within Secondary PE.*

I am a third year BA Physical Education student in University of Wales Trinity Saint David and this research is a part of my final year dissertation project.

The project is focusing on what factors influence the participation of adolescent girls during key stage 3 & 4, and what the teacher's perceptions are on the barriers in place for girls and how they feel they could help tackle and overcome the barriers in their own PE lessons to influence participation.

Your participation in the research project:

Why have you been asked?

You have been asked to participate in the interviews as you have experience teaching Physical Education to adolescent girls, and I would like your perception on their participation.

What would happen if you join the study?

If you agree to take place in the study, then you will be asked to take part in one interview which will last between 15-20 minutes. The interview process will not be time-consuming or challenging, and you may choose a time that suits you to conduct the interview. There will be a range of different questions asked concerning the issue mentioned in the topic of the study, you will be provided with a copy of the questions in preparation for the interview.

What happens if you want to change your mind?

If you decide that you would like to take part in the research, you have the right to change your mind and stop the interviewing at any moment. Your decision will be respected, no questions asked and there are no penalties for stopping.

Are there any risks?

There are no significant risks involved during this study and the interview process. If you do feel as though there is any stress involved, you are obliged to stop at any moment. Just make sure that you tell the interviewer that you would like to stop.

Your Rights

You do not have to give any legal right when you agree to join the research.

Are there any benefits from taking part in the study?

From taking part in the study, I hope that the awareness of the concerning participation of adolescent girls in Physical Education is increased, and that you will/will not think of and bring in new interventions into your own teaching, following a reflection of perceived female barriers to participation in PE. You will also be contributing to the sharing of good practice.

What happens to the interview results?

I will be the only person responsible for transcribing all the information (excluding personal identification information) from the interview into a computer word document. The information gathered from the interview will be typed up onto a computer so that the responses I gather from the topics discussed can be included into the research. All participants names will be kept anonymous throughout the research, and once the research is complete, all the information will be properly disposed of.

How do we protect your privacy?

All the information received from you for the study will be kept confidential. When I have finished the study and the information gathered is analysed, all forms of data collected will be destroyed.

Further information

If you have any questions about the research or how I intend to carry out the study, please contact me:

Caitlin Roberts.

Mobile: 07415857758

Email: 1908631@student.uwtsd.ac.uk

Appendix B

Participant Consent Form

Title of Project: Teacher perceptions of influences on Key Stage 3 & 4 girl's participation and engagement within secondary PE.

Name of Researcher: Caitlin Roberts

Participants to complete this section. Please initial each box.

I confirm that I have read and understand the information sheet for this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving reason.

☐

I agree to take part in the above study.

☐

I agree to the interview being audio recorded.

☐

I agree to the use of anonymous quotes being used in publications.

☐

Name of Participant:

Date:

Signature of Participant:

Appendix C

Interview questions

Introduction

Many thanks for taking the time to be part of my final year dissertation project as part of my PE degree at the University of Wales Trinity Saint David.

As you know I am researching girls' participation, engagement and enjoyment in PE.

I am talking to you as you have considerable experience with teaching Physical Education. As you have seen from the questions, the interview questions ask about your experiences of teaching PE and the strategies that may be engaging or dis-engaging for girls in PE.

So that I get an accurate reflection of what you say and don't have to rely on note-taking, I would like to audio record the interview for transcribing later. Once transcribed, the audio-recording will be deleted.

Based on this and on reading the information sheet, are you still happy to participate?

IF YES – START INTERVIEW

1. What is your general experience of girls' participation and engagement in physical education?
2. What type of activities form the PE curriculum at your school?
3. What do you feel are the most important factors that influence girls' engagement and enjoyment within physical education?

Prompt: **any other factors that impact engagement/enjoyment positively or negatively?**

4. What do you feel are some of the barriers that can lead to dissatisfaction or dis-engagement in PE?

Prompt: **any other barriers?**

5. From the barriers that you just suggested, what do you think are the most important barriers affecting girls' participation in PE that need to be addressed?

Prompt: **why do you feel that?**

6. How would you attempt to tackle the barriers that you have mentioned?
7. From your experiences, can you give any examples of specific approaches that you feel have been particularly engaging for girls in PE?
 - why were the strategies successful,

- what impact did they have on engagement, motivation or learning,
 - what did you value most about the strategies?
8. Have you experienced different methods to this issue in other schools or from other PE teachers?
- why were the strategies successful,
 - what impact did they have on engagement, motivation or learning,
 - what did you value most about the strategies?
9. In an ideal world, what would you change to help increase the female participation and engagement in PE?

Many thanks for taking the time to answer these questions and be part of my final year dissertation project. I really appreciate it.

Appendix D

Ethics form

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)

Full Name:	Caitlin Elise Roberts				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:		School of Sport, Health and Outdoor Education			
Campus:		Carmarthen			
E-mail address:		1908631@student.uwtsd.ac.uk			
Contact Telephone Number:		07415857758			
For students:					
Student Number:	1908631	Undergraduate	☒		
Programme of Study:	Physical Education	Taught Postgraduate	☐		
Director of Studies/Supervisor:	Dylan Blain	Research	☐		

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☐
--	-----	--------------------------	----	--------------------------

			Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐	
	Faculty Research Committee	☐	
	Other (write in)	☐	

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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, 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.	
BERA GUIDELIENS	☐
CODES CONDUCT UNIVERISTY	☐
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Teachers perceptions of influences on Key Stage 3 & 4 girl's participation and engagement within Secondary PE		
Proposed start date:	January 2020	Proposed end date:	April 2020
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of the study is to research into what are the influences on girl's participation within Physical Education and also what are the teachers perceptions on what influences their participation.			

Also look into what are the health benefits of participation in PE, what are the issues and barriers in PE for girls, what body image, confidence does for participation and how family and friends influence their participation.

This research is important to carry out as it is a rising issue within PE and that more girls avoid participating in PE lessons.

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** 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. (Maximum 600 words)

The research methods that will be used are the use of relevant literature that has already been carried out in this area, and also conduct interviews with secondary school PE teachers to gain a greater insight into the barriers and also to collect primary data for the research. There will be a consent form provided to have informed consent off the participants, and there will also be an information sheet so the participants gain an understating of what the research is about prior to the interview. I will also create an interview script of questions and prompts to ensure that information gathered is useful and strong to use in the research.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
At Host school Secondary schools in South Wales (this box should expand as you type)
Research activity outside of the UK 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 sensitivities or vulnerabilities of participants.
 (this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☐	☒

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

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children under 18?	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify): Secondary school Physical Education teachers	☒	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The number of participants that will be used is between 4-6 teachers.

(this box should expand as you type)

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

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
There will be an information sheet provided with full details of the research, a consent form will be provided to the participants and ensure them that their participation is voluntary and they can withdraw at any moment. Ensure to the participants that the information will be fully confidential, through the information sheet, and that their names will not be published in the research. Debrief to be discussed with supervisor prior to this (this box should expand as you type)			

SECTION H: Anticipated Risks

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.

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.

Full risk assessment completed and appended?

Yes ☐

No ☐

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Possible sensitive information could be asked during the interview stage, if there is a sensitive topic, participants do not have to answer the question, they do not have to answer every question asked if they do not want to.

(this box should expand as you type)

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

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Handling of confidential information, support will be accessible if it is needed

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Adverse publicity, leaked information, no gathering of names

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

Follow the ethical guide

(this box should expand as you type)

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
Has a DBS certificate been obtained?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
Overall findings of study could be presented if requested. (this box should expand as you type)
Informed consent 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.
There will be an information sheet provided to the participants and a consent form will also be provided along with verbal consent before the interview begins. (this box should expand as you type)
Confidentiality / Anonymity 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.
The information gathered will be secure, no names will be mentioned during the research, and the information gathered will be between student, supervisor and markers. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation: Dictaphone stored locked till transcribed.		

(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Sharing data with supervisor and any markers as requested		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Supervisor
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Student and supervises
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Personal computer and Dictaphone. The data will be deleted after full assessment of research.
(this box should expand as you type)

SECTION K: Declaration

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.

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](#)

Signature of applicant: C.E.Roberts

Date: 21/01/2020

For students:

Director of Studies/Supervisor:	Dylan Blain
Signature:	C.E.Roberts
Date:	21/01/2020

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	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.
☒	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 Head of School.

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, 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:
<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal

Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the

type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects. If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student),

supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.