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Student Attitudes to Their Roles and Responsibilities Within a Sport Education Curriculum Model in Physical Education

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Student Attitudes to their Roles and Responsibilities Within a Sport Education Curriculum Model in Physical Education

BY

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A Thesis submitted in Partial Fulfilment of the
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USE OF THESIS

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Abstract

Sport education is one of the six curriculum models in physical education described by Siedentop, Mand and Taggart (1986). Sport education is a student centered curriculum model whereby students take on the specific roles of management board of control, captain/coach, first aid officer, advertising/publicity officer as well as player. It is the social interaction of students within these roles that is the key to the potential success of the model.

Research suggests that many students have unfavourable attitudes towards the dominant curriculum model currently being used in physical education in most Western Australian schools, while on the other hand, many students have a positive attitude towards community sport. Sport education involves implementing key aspects of community sport in physical education classes.

This study is investigated the attitudes of students as they assumed the responsibilities of specific roles within the sport education curriculum model in physical education at Richardson High School. Individual in-depth interviews, field notes and individual student journals were used as the means of data collection to determine the student's attitudes to the roles of management board of control, first aid officer, publicity officer, captain/coach and player.

This study found that the attitudes of the students participating in the specific roles, were favourable. All the students interviewed stated that they would like to participate in another role in a different model of sport education.

The importance of even competition within a sport education season was emphasized as students began to lose interest as the season progressed. This was attributed to uneven teams and the repetitiveness of playing the same teams each week.
was therefore concluded that the selection criteria of teams be addressed at Richardson, making them smaller, with more teams of similar ability selected.

One student, the publicity officer, was left floundering as a result of being given too much responsibility too soon, and therefore it is recommended that students experience a transition period whereby they experience sport education, but under guidance and instruction from the teacher, so they can learn exactly what is expected of them within their roles.

This initial research in determining the attitudes of students towards their roles and responsibilities in sport education, may help establish sport education as a possible alternative curriculum model to the way sport is taught in physical education classes.
Declaration

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signature

Date.../6/25
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Firstly I would like to give my sincere thanks to my supervisor, Andrew Taggart for his help and encouragement throughout the duration of this thesis. Without this help, I still may be doing it!

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Antony Sadler
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Introduction

Background to the Study

Growing concern about the literacy and numeracy of our children has resulted in an increase in the range of academic studies offered to students in our schools. As Nettleton (1985, p.3) explains, "We are being dominated by an academic curriculum." Society is pushing for a back to basic's curriculum and more non-academic subjects could be swallowed in the cognitive limelight. As a result, the existence of physical education in the school curriculum is being questioned. Metzler (1990) argues, that despite the regular and rightful claims we make for our place in education, we stand on an eroding base of support.

When you ask any physical educator, "What are the aims of physical education?", each time you will get a different answer. It is therefore difficult to explain the need for physical education in schools if physical educators cannot agree on what physical education actually achieves or even attempts to achieve. Andrews (1979, p.127), believes that, "One of the tenable aims of physical education is to develop the knowledge, skills and attitudes to enable individuals to participate in physical activity in their leisure time." Similarly, Maunsell (1985, p.10) believes that, "The physical education curriculum should provide appropriate opportunities for children to develop fundamental skills and understandings of a variety of sports in order for the individual to participate in sport as a leisure pursuit." Unfortunately, in most cases, these aims are not being accomplished. Locke (1992) has strongly suggested that many secondary school physical education programs fail to achieve their objectives with students reporting strong negative feelings about classes.
The aims of physical education, it has been premised, are achieved through physical activity as part of a multi activity approach, a teacher centered model of teaching that exposes students to a variety of different sports in a relatively short unit curriculum units. Most of the multi activity physical education lessons in schools are primarily about sport, yet they fail to look anything like port as it is practiced in the community. Consequently, many students have formed a dislike to physical education. Locke (1992), in his criticism of the multi activity curriculum model in secondary schools in North America, has pointed out the dominance of short units with only brief introductory level instruction. The lack of meaning for students involved in this trivialisation of sport is clearly identified.

While physical education has some problems of identity and perceived importance in schools, which have been highlighted by the Senate Standing Committee on Physical and Sport Education Report (December 1992) and ongoing attempts to set up a National Curriculum in the health and physical education learning area, recognizing these problems may only solve part of the problem of how sport is taught in schools. Locke (1992, p.361) asserts that, "replacing the dominant curriculum is the only course of action that can save a place for physical education in secondary schools." Some of its conventional practices are now being scrutinized and new ways of approaching the subject are being facilitated. One emerging approach is sport education.

Sport education is a curriculum model for teaching that gives many of the educational decisions to students. This contrasts with the teacher centered model, typical of most physical education programmes in Western Australian schools and in North America (Locke, 1992). Sport education is structured with many of the characteristics of community sport. Students take on the roles of captain/coach, manager, first aid officer, publicity officer and player. It should be noted that sport education is not designed to replace physical education, but become that part of physical education that educates students in sport.
Purpose of the Study

The purpose of this study is to determine the attitudes of students in set roles who are participating in a sport education program in a selected government high school. Researchers have become aware that physical education students spend most of their time engaged in physical education, in the learning of basic sport skills which for some have been mastered 3-4 years previously. This has led to many students, particularly the higher skilled students who play sport outside of school, and the less skilled students who manage to hide themselves in a lesson and not participate, having a negative attitude towards multi activity physical education. (Becker, 1981; Earl and Stennett, 1983; Luke and Sinclair, 1991; Siedentop et al., 1986).

The aims of physical education are described by Andrews (1979, p.127), "To develop the knowledge, skills and attitudes to enable individuals to participate in physical activity in their leisure time." and Maunsell (1985, p.10), "The physical education curriculum should provide appropriate opportunities for children to develop fundamental skills and understandings of a variety of sports in order for the individual to participate in sport as a leisure pursuit." Clearly these aims are not being met by traditional physical education programs (Rink, 1985). Sport education meanwhile is said to educate students in the fullest sense of the term. Students take over many of the roles that adults would fill in community sport. Therefore, determining attitudes of students towards their roles in sport education and consequently their willingness to participate in physical education, will add to the growing body of knowledge that will help suggest whether sport education is more conducive than multi activity physical education to achieving the aims of physical education outlined by Andrews (1979) and Maunsell (1985).
Significance of the Study.

While other studies have researched attitudes of students towards sport education in New Zealand (Grant, Sharp & Siedentop, 1992; Pope, 1992), there is a distinctive need for a Western Australian focused study before any real conclusions about the viability of sport education as a possible alternative to the multi activity model in Western Australian schools, can be established.

If the results from this study show that attitudes of students to the set roles they must assume in sport education are negative, then the success of this model of sport education as an alternative to the multi activity curriculum model at Richardson could be questioned. If, on the other hand, attitudes of students are positive, then this could indicate that sport education, or a modified version of such, could replace the multi activity model in physical education. This could lead to possible inserviceing of physical education teachers, in the sport education curriculum model as well as a new focus in teacher education institutions in sport education. This could indeed be a major implication for the way that sport is taught in Western Australian schools and it could promote the mutual support of sport by the school and the community.

Limitations of the Study

1. Only one high school will be involved in the study.

2. Only volunteer students who are filling the specified roles will be interviewed.

3. Only one physical education class participating in a sport education model will be the focus of the study.
Research Questions

Major Research Question

• 1.0 What are student attitudes to their roles and responsibilities within a sport education curriculum model in physical education?

Subsidiary Questions.

• 2.1 What do students see as their responsibilities in the role they are fulfilling during a season of sport education?

• 2.2 What are the attitudes of students towards their responsibilities when participating in a role in a season of sport education?

• 2.3 Would students wish to participate in a major role in another sport education curriculum model?

By establishing answers to these questions, the attitudes of students within their set sporting roles in a version of the sport education experience will be documented. This information will then be used to help inform debate about the merits of sport education as a curriculum model for the teaching of sport in physical education classes in Western Australian schools.
Literature Review

In order to address the research questions, the literature review will focus on the following areas:

1. Crisis in physical education.
2. Sport education.
3. Attitudes of students towards physical education and community sport.

Crisis in Physical Education

Nettleton (1985, p.3) explains, "We are being dominated by an academic curriculum." This pattern is clearly evident in schools in Western Australia. Students are becoming less literate and consequently society has been pushing for more emphasis on core subjects like Maths, Science and English. Unfortunately, the time needed in the school timetable must be found from somewhere, and in most cases it is the non-academic subjects that are suffering. Physical education is one of those subjects and as a result of the push to a more academic curriculum, its existence in the school curriculum is being questioned. Metzler (1990) argues, that despite the regular and rightful claims we make for our place in education, we stand on an eroding base of support.

Locke (1992) has strongly suggested that one possible reason for this is because many secondary school physical education programs fail to achieve their objectives and that a disturbing number of students report strong negative feelings about the class, physical activity and themselves. Similarly, Rink (1985, p. vii) suggests, "We have become painfully aware that students in physical education classes spend most of their time inactive with regard to the psychomotor goals of the lesson." Starting late, finishing early and spending too much time in transitions and managerial tasks is all too common in
physical education classes. This has resulted in decreased time for students to participate in physical activity, decreased effectiveness of the lesson and with it, the chance for students to learn.

The aims of physical education, it has been suggested, are achieved through physical activity as part of a multi activity approach. This model has been nurtured by the unit curriculum and appears to be the dominant curriculum model in Western Australian schools. Multi activity based physical education involves exposing students to short 6-8 week unit curriculum units (80-100 minutes a week in most schools) of varied sport flavoured skills instruction. Students do not have set sporting roles such as coach, management board of control or publicity officer nor are they affiliated for the season to a set team. In multi activity physical education teams are selected in an ad hoc manner at the end of a unit. Most activities in these sessions are skill practices, combined with isolated pockets of sport like games, with units rarely having a culminating event. The sense of a festival and the importance of a final is lost in physical education. Physical education in schools is therefore primarily about sport, yet it fails to look anything like sport as it is practised in the community.

The multi activity approach has emerged as a result of preceding philosophies in physical education including; Drill (pre W.W.II), the Scientific and Movement approach (1960's), the Recreation approach (1970's) and the Co-education approach in the 1980's. Unfortunately, all of these models have often failed to produce sports players; one of the major aims of physical education espoused by Andrews (1979), Maunsell (1985) and many physical education curriculum documents e.g. Unit Curriculum Ministerial Policy. The problem however, as Siedentop et al. (1986) argue, is that although the multi activity physical education model tends to have a sporting flavor, it is typically being utilized without reference to the true characteristics that gives sport its meaning. Many students, particularly those that have experienced community sport are becoming dissatisfied with physical education when it is compared with the community sporting structure.
Siedentop et al. (1986, p.191) explain that, "Sports teams and clubs tend to breed intimacy, dedication, socialization, competence and commitment. These qualities are often lacking from school physical education programmes." Locke (1992) in his criticism of the multi activity curriculum model in secondary schools in North America, has pointed out the dominance of short units with only brief introductory level instruction. The lack of meaning for students to this trivialisation of sport is clearly identified.

While these benefits of sport can easily be seen in community sport, many negative aspects of sport are becoming increasingly evident. One good example is the "win at all costs" attitudes of parents towards junior sport and the way that this standpoint has been instilled in their children. Australia is a great sporting nation, a nation of champions, but unfortunately competing in sport for fun seems to have taken a back seat for the need to win. Siedentop et al. stress a need for "good sport", one in which participants, "Practice sustained involvement, the learning of specific skills, the understanding of rules and strategies and an appreciation for the customs and traditions of the sport. This is why they require education." (1986, p.190). This therefore strengthens the importance of schools in providing a basis for education in, through and about 'good sport'.

Clearly physical education has some problems of identity and perceived importance in schools, which are highlighted by the Senate Standing Committee on Physical and Sport Education Report (December 1992), the ongoing Western Australian government inquiry into Physical and Sport Education and attempts to set up a National Curriculum. These documents outline the fact that physical education has no coherent policies, no defined or agreed outcomes, confusion between what is physical education, what is sport and what is school sport, and as a result, a reduction in the number of physical education classes and physical educators. Unfortunately, recognizing these facts may only solve part of the problem of how sport is taught in schools. Locke (1992, p.361) asserts that, "Replacing the dominant curriculum model is the only course of action that can save a place for
physical education in secondary schools." One possible solution to the problem is sport education, which places both teachers and students in vastly different roles.

Sport Education

Sport education involves a more student centered style of teaching that gives many of the educational decisions to students. This contrasts with the teacher centered model that is taught in most physical education classes in Western Australian schools and which Locke (1992) says typifies physical education in North America. Sport education is structured with many of the characteristics of community sport, with students taking on the roles of coach, management board of control, first aid officer, publicity officer and player. These roles are often undertaken by adults in the community and in many physical education settings where teachers assume all responsibility in this regard. This student centered approach is commonly practiced in other curriculum areas and has been well received in outdoor education.

Sport education differs in organisation and implementation from the dominant multi activity physical education curriculum model in a number of ways. (Grant et al., 1992; SPARC, 1993). Sport education involves seasons rather than units, students experience affiliation to a team, there is a formal schedule of competition, there is a festival culminating event, records of student and team achievements are kept and publicized and in sport education, teachers assume the role of coaches or sports coordinators, and not the usual teacher-directed instructional format. Sport education is designed to supplement inter-school and community sport. Maximum participation is one strategy of sport education and this is accomplished in many cases by modifying the sports, as the Edith Cowan University Sport Education Research Project Report (1993) points out, "Sport education is best pursued when students are optimally involved. Therefore, activities such as six a side soccer or three person volleyball are no doubt better
for sport education than for more adult forms of the activity." Nixon and Locke (1973), agree with this strategy in their research on teaching and recommend a teaching environment that maximizes learning. It is suggested that when students are ideally involved in maximum participation sport education lessons, not only will they learn more, but they will tend to like it more. By structuring physical education and sport in this way, the primary objective of sport education, helping students to become skilled sport participants and good sports persons, could be achieved. Grant et al. (1992) believed that in sport education, students will develop optimal skills and fitness specific to particular sports, experience and appreciate the social and personal values of sport, share in planning and administering sport, understand and value 'fair play' issues, and decide voluntarily to become actively involved in sport outside of school.

As part of a collaborative research project in New Zealand, Grant et al. (1992) completed a study of Form 5 (year 11) students participating in the sport education curriculum model. Their findings document teacher perceptions of sport education and the attitudes of students, as inferred by teachers. The study showed that many teachers were concerned about the amount of time requested for the season. The season in sport education would be considerably longer than a normal unit of time allocated in the curriculum model currently in use in New Zealand schools. Teachers were at first apprehensive about using sport education, being involved meant, "teachers challenged their own beliefs about the role of sport in physical education, their own philosophy about teaching and questioned the significance of physical education in their school." (Grant et al., 1992, p.21) It was found the process used in implementing sport education was more important than the choice of the sport to be used. As the season progressed, students were given more and more responsibility until they controlled nearly all of the lesson. "This was reported to make the sport education experience more like 'real' sport." (Grant et al., 1992, p.21) Teachers subsequently found that the interactions between them and students had changed significantly and for the better.
While all students were said to improve in different aspects of the sport, it was the lower skilled students and those who are hesitant in participating that seemed to benefit greatly from participation. "The students who gained the most were the less skilled and those usually reluctant to be enthusiastic participants during physical education." (Grant et al., 1992, p. 21) Although students were competitive, they approached sport education in a different manner to when the teacher was up the front of the class and in charge. Many students had dropped out and were not currently playing sport in the community. Sport education had a big impact on these students as Grant et al. (1992, p.21) explain, "In several schools a number of students began to play sport again either as a player or a coach or manager or assistant organizer for a student's sports program in the school or community." It was noted that when the sport education curriculum model was not applied in full, the sport education experience was not fortuitous. Unfortunately, when the teacher was absent from the class, sport education ceased to exist. In concluding, Grant et al. (1992) outlined the many difficulties that the teachers faced when implementing sport education and put forward a positive reaction to the model from the students. The results of this study were therefore from the attitudes of the teachers and students, and not from the students themselves.

Clive Pope (1992) also researched the attitudes of students towards sport education in New Zealand in his study, 'An ethnographic investigation to student and teacher response'. Pope gave a number of students a questionnaire regarding their perceptions of sport education. His results showed that approximately 80% of students reported enjoying participating in sport education. Enjoyment was a major concern of the students with Pope recording every student in the study as stating they agree or strongly agree that enjoyment was the most important factor in their participation.

The roles in sport education seemed important to the success of the model. Pope reported that nearly all students easily understood the role of captain, coach and player, but approximately two thirds had trouble in understanding the role of the manager. He
then concluded that approximately 85% of students said that they would like to take part in sport after they leave school, something that the multi activity model aims to do but appears to fail to deliver. The multi activity curriculum model does not typically plan for extra curricular involvement.

Pope also interviewed some of the students and their comments quite clearly indicated a favourable attitude towards sport education. Students are reported to have said, "We can do our own thing, it's good for learning responsibility, it's great having a class member as a coach, we listened to each other, we were shocked at how little the teacher did or needed to do, the teacher did not interfere, we were allowed to have an input and we learned to work together and teach each other." (Pope, 1992, appendix.1).

While Pope studied the attitudes of students to sport education, it was based on their perceptions of the subject as a whole. The many roles that students play in sport education are very important and reactions of students specifically to these roles were not identified.

Sadler (1993) used a version of the Academic Learning Time in Physical Education (ALT-PE) systematic observation instrument developed by Taggart (1993) to calculate exactly what two students did in a sport education volleyball lesson; a student manager and a student whose only role was that of player. The student in the managerial position was a highly skilled student while the player was of a much lower ability. This study showed that high ability student was engaged in activity time for approximately 23.5% of the lesson, in transition for approximately 20.4%, in management for 2.2%, knowledge for 2.7%, off-task for 4% and waiting for 47.1% of the time. The time engaged in each component of the lesson was approximately the same as those described by Siedentop (1991) of a student in a non-sport education curriculum model.

For the lower skilled student, Sadler (1993) reported that she was off task 2.4% of the time, in management for 12.5%, in transition for 6.8%, in activity for 6.6% and waiting around for 71.7% of the time. If students are not in activity, then they are highly
likely to be doing something that they are not supposed to be doing, and this would be shown in the amount of off-task behaviour of that student. This instrument indicated that the lower skilled student had a large amount of time not engaged in activity and just waiting to have a go, but only had a very small amount of time off-task. From this evidence Sadler (1993) concluded that there was some process occurring in the lesson that kept that student interested in the lesson. He concluded that further research needed to be done to find out what this process was, which the ALT instrument could not detect.

Braithwaite (1967) in his novel, 'To Sir with Love', wrote about a radical change within the educational system in which an effort was being made to adapt an unfeeling, barren and diluted grammar school curriculum to secondary school students. The teacher was required to approach students in a radically different manner and regard them all as separate identities, moving away from the strict rules and facts of the teacher dominant, traditional London school. Most teacher education programs in physical education appear to be where Braithwaite was in 1967, that is they are reflective of this traditional style of teaching, where teachers are typically dominant, in charge, up front and in control of all the decision making. Elements of this novel were to receive acknowledgment in reports such as Newson's (1963, p.71), "Much depends on thoughtful and efficient organisation, but even more fundamental are the personal relations which exist between teachers and pupils." Newson's report suggested that a more student centered style program would be more beneficial to students. Bernstein (1967, p.281) believes that it is the social aspects that are the most beneficial. "Social aspects of school experience may become more important as shifts occur within the educational system from a 'closer' to a more 'flexible' structure." Sport education is reflective of this style of teaching and claims social development as one of its major outcomes.

Sport education can also be related to Mosston and Ashworth (1986), development of a spectrum of teaching styles ranging from style A (command style), which is a teacher centered style, to style J (self-teaching style), which is a completely
student centered style. Sport education lessons are not unlike Mosston and Ashworth's (1986) style I model of teaching (Learner's Initiated Style). This model is positioned near the student centered end of the spectrum. The roles of the students described in this style are very similar to those of the captain and the coach in sport education. The learner initiated teaching style creates a different reality for the teacher and learner who are used to a more teacher centered style. It is the learner, not the teacher who takes almost maximum responsibility for initiating and conducting the learning experiences. i.e. the coach will set up and implement the practices for the team, not the teacher.

According to Mosston and Ashworth (1986), the students in the Learner Initiated style take over the decisions in the: 1) Pre-impact stage: which includes decisions made prior to face to face contact between the teacher and student. e.g. the coach may decide that his/her team needs to improve in a specific skill and will design a practice to improve the team in that area. 2) Impact stage: which includes decisions made during the performance of the task. e.g. the captain may decide that the team strategy they are using is not working so he or she devises a strategy and the team then practices it while they are waiting to bat 3) Post-impact stage: which includes decisions made concerning performance evaluation and feedback to the learner. e.g. the managers at the end of the game select the two best players from the opposing team for championship points.

In addition, as Mosston and Ashworth (1986, p.229) explain, "In the impact stage the learner, now the teacher, checks in periodically with the class teacher to share decisions made in the pre-impact stage regarding discoveries and performances to take place in the impact stage. The role of the teacher is to listen, watch, ask questions, and alert the key learners to decisions they might have omitted. The teacher is, in effect, in a supportive role." This is certainly true of the teacher's role during sport education lessons.

In further understanding the role reversal we could examine sport education by utilizing Dunkin and Biddle's (1974, p.38) model of classroom teaching. Dunkin and Biddle (1974, p.36) indicated that while, "The model concerns itself with properties of
teachers and pupils...with the process of teaching itself... we must also consider the outcomes of education." They label these areas as presage, context, process and product variables.

Presage variables centre around the teacher, that is the qualities of the teacher, the teacher training that that teacher undertook and any other factors that would influence the way that teacher is, and how they would teach. "Presage variables concern the characteristics of teachers that may be examined for their effects on the teaching process." (Dunkin and Biddle, 1974, p.39). In most cases it is these presage variables that could be one major cause of the success/failure of sport education. Most teachers would have been trained in a more teacher centered style of teaching, most common in teacher training institutes, and so many teachers may find it difficult to hand over most of the responsibility in sport education to the students. This point is agreed by SPARC (1993, p.19) in their summary of teacher comments to sport education which stated, "I was really sceptical of handing over responsibility to the students at first because of the type of kids at this school." Many will clearly have to question their philosophy of physical education in order to implement and then make sport education work.

"Context variables concern the conditions to which the teacher must adjust-characteristics of the environment." (Dunkin and Biddle, 1974, p.41) It is concerned with what attributes the students bring into the lesson as well as the resources available to the teacher. Context variables can also be a problem when first implementing sport education. Firstly, most students would not be used to a more student centered style of teaching and so it may take some time before they start to take responsibilities seriously in their roles in sport education. Secondly, many schools may not have the resources to implement many sports in sport education. This could be overcome by choosing sports that do not require much equipment such as basketball and/or fit into their timetable.

Process variables involve what happens in the classroom, including teaching and learning practices and interactions between teachers and students and students with their
peers. "Process variables concern the actual activities of classroom teaching- what teachers and pupils do in the classroom." (Dunkin and Biddle, 1974, p.44). In sport education, the process variables are very different when compared to multi activity physical education. The teacher is no longer in charge and up front, it is the students that assume much of the teacher's role. The teacher is no longer seen as an instructional leader, but as a head coach or national coaching director, that will guide students if they require help. The teacher assumes a facilitative role in promoting learning.

Product variables aim to influence educational outcomes in a positive way. They include not only the long and short term effects of the lesson (process variables) on the student, but on the teacher as well. "Product variables concern the outcomes of teaching- those changes that come about in pupils as a result of their involvement in classroom activities with teachers and other pupils." (Dunkin and Biddle, 1974, p.46). Sport education in the current climate of accountability for educational outcomes, will therefore need to determine what outcomes result from student participation in a sport education curriculum model. From here students and teachers participate in the next lesson of sport education and these product variables then become the presage and context variables of the next lesson, and so the cycle continues.

Attitudes of students towards Physical Education and Community Sport.

The concept of attitude, like many theoretical concepts are a creation, a construct. It is not something that can be easily examined or measured in the same way as the physical features of a classroom or the length of a managerial episode, but can only be inferred by the actions and words of an individual. For example, if students turn up late to physical education a number of times, fail to participate in practice and somehow manage...
to hide themselves in a playing position where they never touch the ball, then we can say that they have a negative attitude. That is, attitudes can be inferred from observed behaviours. Not all behaviours and actions are as easy to infer as this. Other students may join in effectively, get top grades on performance and yet still say that they dislike physical education. It would be more difficult to determine the attitude of a student like this as Hennerson, Morris and Fitz-Gibbon (1978, p.11) explain, "The task of measuring attitudes is not a simple one. What's more, attempting to demonstrate attitude change, as some evaluations require, is probably the most difficult of all evaluation tasks."

When attempting to measure complex attitudes such as those a student has for a subject, we have to look at many facets of a student's experiences in school including feelings about the teacher, nature of the school subject itself, learning activities, classmates and interactions that occur in classes. By observing student behaviour and clarifying student actions with questioning as to the reasons for the actions, researchers can with some accuracy, infer the attitude of that student towards the subject.

Cole and Chan (1987) in their research into student's attitudes developed a model that they consider to be the best representation of the many factors affecting student's attitudes and their relationship between each of the factors. This is outlined in figure 1.
Cole and Chan (1987) outline five categories that they advocate as the basis for developing a sound picture of a particular student's attitude.

The first category, intrinsic motivation, refers to student's incentive to work for their own satisfaction, rather than for the teacher or to achieve good grades. "An intrinsically motivated student is prepared to attempt solutions to problems on their own rather than depending on the teacher for help or guidance." (Cole and Chan, 1987, p.214) Students are likely to prefer challenging work rather than easy work and as Cole and Chan (1987, p.214) explain, "have internalized a system of mastery goals and evaluative standards which allow them to make independent judgments about their success or failure." In sport education teachers must rely on the intrinsic motivation of students in roles, such as that of coach, to take it upon themselves to self evaluate their performances.
and those of their team and then attempt solutions (e.g. skills or practices) that will help them and their team overcome the problem.

Perceived competence refers to, "personal views about one's own capabilities in various skill domains." (Cole and Chan, 1987, p.215) Perceived social competence is therefore formed through experiences with friends and classmates, cognitive competence by the students' appraisal of their academic performance and physical competence by the students' capabilities in physical activity. Perceived competence is closely related to actual levels of performance and student intrinsic motivation. "The higher student's perceptions of competence the more likely they are to engage in mastery learning. That is, they are more likely to be intrinsically motivated." (Cole and Chan, 1987, p.215) In sport education, achievement is team-based, that is the team develops social, physical and cognitive competence at the same time, although each team member will develop at different rates and at different levels. For students in specific roles such as that of manager, achievement by the team is seen as an extension of their perceived competence. e.g. not only are they achieving, but they are helping others achieve.

Effect on school learning refers to the, "Attitudes, values, interests and preferences that students express about particular subject...teachers personality and teaching competence...the school and the process of schooling." (Cole and Chan, 1987, p.216)

1) Subject related effect: Some students may have a high subject related effect towards physical education but not for English. Generally if they feel competent with that subject then they will state that they like the subject or have a high subject related effect. Cole and Chan (1987, p.216) believe that, "Both achievement and motivation interact over time to cause the observed effects." 2) Teacher related effect: Some styles of teachers are not liked by some students and this will affect the level of teacher related effect that that student has for that particular teacher. "In general, students are motivated to work more diligently in subjects taught by teachers they like." (Cole and Chan, 1987, p.216).
3) School related effect: If students are good at most school work and they have good relationships with their friends and teachers then they would have a high school related effect. "Favorable attitudes towards school are usually associated with high levels of motivation and subsequent achievement." (Cole and Chan, 1987, p.216)

Perception of control refers to, "Student's personal views of the source of control, that is, the causes of success and failure." (Cole and Chan, 1987, p.216) Students who believe that their efforts are the causes of their successes or failures are more likely to persist in activities. This is because, as Cole and Chan (1987, p.216) explain, "Students who have internal perceptions of control have high expectations of success and are motivated to work hard because they realize that success or failure will depend on their own effort and appropriate use of strategy." Teams in sport education are organized so that they are relatively even in ability. Students are expected to have a high perception of control as the more work that the team does, the more likely they are to achieve.

Achievement in sport education is team based. Achievement of the team affects, in some way, the other four categories in Cole and Chan's model. e.g. the team completes a double play in softball, then this will affect the perceived competence of the team, their perception of control, their motivation to do it again and their perceived competence in softball.

**Attitudes to Physical education (Subject Related Effect)**

Research into physical education has shown some startling results. Many students now see physical education as slack, boring, too repetitive and no longer want to participate. This is evident in studies by Locke (1992) who concluded that many students report strong negative feelings about the class, physical activity and themselves with compulsory attendance in physical education. Similarly, Becker (1982) reported that more competent students consider other subjects more important than physical education and
that physical education was boring. Earl and Stennett (1983) support Locke and Becker's argument and found that many students believed other subjects were more important than physical education and they were unable to fit physical education in their timetables. It was shown that 62% of students said that they disliked aspects of the program. The question that needs to be asked is, "Why do many students have a negative attitude towards physical education and no longer want to participate?".

Tinning and Fitzclarence (1992) believe it is because of what they term the postmodern youth culture. Students are shaped by what they see in society by the use of the media and television. "The curriculum does not excite or stimulate adolescents who outside of school live in what might be called a postmodern youth culture, inextricably shaped by television and the information society." (p.287) In conclusion Tinning and Fitzclarence (1992) noted that the irony was that many students who considered physical education boring at school stated that they considered physical activity as a significant part of their life outside of school.

Page, Frey, Talbert and Falk (1992, p.212) believe that peer relationships may be one cause of these negative attitudes towards physical activity and a decline on their willingness to participate in physical education. "It is surprising that physical educators have largely failed to consider the potential impact of loneliness and poor peer relationships in determining physical activity participation and physical fitness among children." They concluded that, "Physical activity is often a social activity involving groups of children such as teams, friends and clubs. Lonely children may lack the social skills necessary to interact and function effectively in groups. This could potentially perpetuate a cycle of poor social interaction, rejection, reduced physical activity, and reduced physical fitness." (Page et al., 1992, p.216). Luke and Sinclair (1991, p.44) in their research on adolescents' attitudes towards physical education believe that it is the nature of physical education itself that is the problem. "Curriculum content and teacher behaviour were considered to be the most important determinants of students attitudes by
all groups of students and accounted for 58.8% of the positive statements and 71.46% of the negative statements. They concluded that, "Overall, the highest positive support was for team games in the curriculum." (Luke and Sinclair, 1991, p.37). Similarly, Figley (1985) in his research placed the nature of the curriculum as the highest ranked determinant of students' attitudes. SPARC (1993, p.11) believe that it is the media that have altered the expectations of students and that has causes many of the negative attitudes, "The media displays an image of sport which youngsters see as being far removed from their school experiences."

Browne (1992) in her research on the 'Reasons for the selection or non selection of physical education studies by year 12 girls' concluded that many girls did not choose Physical Education Studies because, "Other subjects where more important to their career plans (95%) and that they could not fit Physical Education Studies into their timetable(57%)...Many girls just thought that they obtained enough exercise outside of school." (Browne, 1992, p.407) Browne's research typifies the way students see physical education as relatively unimportant.

Attitudes to Community Sport

In 1991, the Australian Sports Commission published a document called, 'Sport for Young Australians'. This document was aimed at providing information that would guide youth sport policy and programs. Over 1700 students and 100 parents took part in the survey through 10 different communities. Most young people in this study saw sport as providing skill acquisition, self-improvement and the discipline of commitment. Both boys and girls stated that they thought team sports were more enjoyable than individual sports. "Boys and girls considered team sports to be more attractive than individual sports, which they see as relatively more boring and less challenging." (Australian Sports Commission, 1991, p.9) The study highlighted the need for social interaction in sport. Students valued
friendship and 8 out of 10 of the group believed that sport helped you make friends. Commitment in the sporting context was translated as being wanted, "Young people like the sense of being needed and valued that belonging to a team provides." (Australian Sports Commission, 1991, p.11) The responses of many of the students suggested that they were motivated to play sport by the group they were involved in. "Experiencing positive emotions of pride, accomplishment and exhilaration motivates young people to keep on playing sport." (Australian Sports Commission, 1991, p.11) Such findings support the implementation of sport education as it incorporates many of the perceived values students identify as within community sport.

What is most interesting for physical education in general, and sport education in particular, is that many adolescents in the community wanted to take on more responsibility and get involved more. "They are keen to be involved in coaching and leadership programs that allow them to help others while developing and improving their own skills." (Australian Sports Commission, 1991, p.23) Many parents stated that they thought community sport as being more important and more beneficial to their children that physical education. "Parents consider that community clubs provide a higher standard of coaching than schools." (Australian Sports Commission, 1991, p.22).

It appears that sport can provide many students with something that they all enjoy and are motivated to do. From the attitudes of the students in this survey sport, "Provides many young people with that rare commodity- something they want to do and their parents like them doing." (Australian Sports Commission, 1991, p.8) The conclusions of the Australian Sports Commission document outline these quite clearly, but the fact still remains, that many students are unfit and are still not involved in sport.

Previous research in physical education has shown that many students have a negative attitude to many aspects of the current curriculum model being used in physical education. (Becker, 1982; Earl and Stennett, 1983; Page et al., 1992; Luke and Sinclair, 1991; SPARC, 1993; Figley, 1985). On the other hand, research has shown that students
have shown a more positive attitude towards community sport. (Australian Sports Commission, 1991). Sport education involves the running of a community style sporting program in physical education classes. While Grant et al. (1992) reported on the attitudes of students by analyzing teacher comments, and Pope (1992) analyzed attitudes of students to the process of sport education in general as compared to the curriculum model used previously in the school, neither have looked specifically at student responses to the way they see their roles and the behaviours that they must undertake in fulfilling these roles. This is one of the most important factors in implementing a sport education curriculum model. Sadler (1993) suggested that a more in-depth study into student attitudes is needed to find out more about what exactly is going on in the minds of the students in sport education. This study aims to start where other studies have stopped and look more closely at the attitudes of students; including the perceptions, attitudes and behaviours of students in the set roles that they must assume within a model of sport education.
Conceptual Framework

A conceptual framework is used for explaining, either by the use of a flow diagram or in a narrative form, the dimensions to be studied in the research. It involves identifying the research variables, labeling each of them with a descriptive name and then clarifying the relationship between them. The development of a conceptual framework helps to focus the research. (See figure 2).

Figure 2. Outlines the conceptual framework for this study.

![Conceptual Framework Diagram](image)

Student Sporting Experiences

Community Sport

Sport Education curriculum model

Multi-activity curriculum model

Interschool Sport

Attitudes to roles & responsibilities in Sport Education

Attitudes to Sport Education

Attitudes to Physical Education

Attitude formation

Intrinsic motivation

Perceived competence/achievement

Roles and responsibilities

Affect in school learning

Perception of control

Subject related affect

(Adapted from Cole and Chan, 1987, p.274)

Figure 3. Variables contributing to the attitudes of students towards their roles and responsibilities in a model of sport education.
The conceptual framework shows that students experience sport in a number of ways ranging from community sport, to inter school sport, multi activity physical education and sport education.

Branching from the sport education curriculum model, students develop attitudes to their roles and responsibilities in sport education. It is considered that during physical education lessons, attitude formation is more likely to develop and is therefore the level at which this thesis will focus. Attitudes can be developed in a number of ways as shown, by adapting the model of student attitudes by Cole and Chan (1987, p.214), with each variable influencing the next and vice versa. Perceived competence/achievement refers to personal views about one's abilities in various skill domains. Perceived cognitive competence is the result of students' self-evaluation of their academic performance, as their physical and social competence is determined by their abilities in physical activities and their relationships with friends, respectively. Perceived competence is closely related to a student's level of performance and is reinforced by achievement. Intrinsic motivation refers to the willingness of students to work for their own satisfaction and not to please the teacher or to obtain good grades. Perception of control is a student's perception of how their own efforts will control success and failure in order to achieve a task. In the same respect, student achievement includes attainment of success of these tasks. Roles and responsibilities are the perceptions of students to the behaviours and words associated with the perceived responsibilities of the role that they are playing in sport education. Subject related effect encompasses the attitudes, values, interests and preferences that students have about a particular subject, while school related effect looks at the attitudes, values and interests that are associated with school and the process of schooling.

The ideas proposed by Gibbon and Bressan (1991) were taken into account when choosing the conceptual framework for this study. Gibbon and Bressan (1991) outlined the complexity of dealing with the affective domain. They believed that the affective domain in physical education was concerned with, "a formal effort to facilitate a positive
attitude towards moving as a lived body experience through moral and aesthetic aspects." (p.84). With this in mind, the conceded that it may be possible due to the nature of the subject that, "believing that knowing what you know may be as important as what you do not know, then rejecting this framework would also be an important benefit." (p.94) It as therefor decided that Cole and Chan's (1987) model of attitude formation provided a simple to follow and use conceptual framework that would best suit this study. It examined many aspects that form part of determining student's attitudes that were described by Gibbon and Bressan (1991).

Attitudes of students towards their roles and responsibilities in sport education can help indicate a student's attitude towards sport education and towards physical education. The conceptual framework highlights the importance of establishing the relationship between the numerous variables affecting attitudes of students towards sport education, and how they can be used to help infer the attitudes of students towards sport education and in turn physical education.
Methodology

Design of the study

This study employed a qualitative, naturalistic ethnography as the main method of data collection and analysis. "Ethnography involves intensive data collection, that is, collection of data over an extended period of time in a natural setting." (Gay, 1987, p.209) The advantage of doing this style of research is outlined by Gay. "The variables being investigated are studied where they naturally occur, as they naturally occur, not in researched-controlled environments under research-controlled conditions. Interviews were therefore the main strategy of data collection. Field notes and student journal entries were used to help triangulate responses to the interviewer's questions. The weaknesses of each method may be compensated by strengths of the other methods used in the study. This research was only a small ethnographic study and therefore aimed to provide a sound base for the development of hypotheses in further studies. It aimed to find a lot about a little, not a little about a lot; to provide detailed descriptions of just what students really say, behave, think, talk about and feel, to form the basis for developing an understanding of students' attitude's towards their roles and responsibilities in sport education.

Subjects

Students in this study were participating in the sport education curriculum model, as part of their physical education programme, in a selected high school in the metropolitan area. The school was chosen from one of the 19 schools piloting the sport education curriculum model. Five year nine students were chosen for this study. All
students were participating in sport education in second semester of the school year.
None of the students had participated in a sport education season before. One student
was selected at random in each of the specific sport education roles of management board
of control, captain/coach, first aid officer, player and advertising/publicity officer.

**Instruments**

Interviews are, "Essentially the oral, in-person, administration of a questionnaire to
each member of a sample." (Gay, 1987, p.202) and were the main method of data
collection used in this study. Information was then triangulated by the use of descriptive
field notes of multiple sites in each lesson to cross-check data in the interviews, along with
brief student journals of their thoughts throughout the sport education season. Interviews
are widely used methods for obtaining information in educational research and were used
in this study to acquire detailed information concerning student attitudes towards their set
roles and responsibilities in sport education. "Use of interviews is most appropriate when
you want information about how people behave under certain circumstances." (Hennerson
et al., 1978, p.22). Using interviews has several advantages. Firstly, when well
conducted, they can produce in-depth data not gathered by other forms of data collection.
Secondly, they are flexible and an interviewer can adapt the situation to each subject.
Unclear or incomplete responses can be followed up and may result in, "more accurate and
honest responses since the interviewer can explain and clarify both the purpose of the

The interviews consisted of a semi-standardized format that contained questions
that directly addressed the selected area of content as well as a series of open ended
questions. Such a format provided the advantage of permitting more detailed descriptive
responses and facilitates an insight into the reasons for the responses. The interviews were
constructed using similar questions to those used by Pope (1992) in his study on student
attitudes (See Appendix 1) and as a result of an extensive literature review. Students were interviewed individually as the roles that the students played were individual roles and the way that the student felt and behaved in that role could not be explained by anyone else.

**Interview guide:**

The interviewer used a written guide that clearly indicated what questions were to be asked and in what order. It also included information that indicated what additional prompting and probing was needed and at what stage in the interview. The interview guide helped conduct each interview in the same manner, so that information between interviewees could be compared. The interview guide had been tried on two students who were not participating in the study. An example of the interview guide is shown in appendix 2.

**Field notes:**

Field notes of students behaviours throughout the season were gathered and used as examples that were used as a basis for questions in the interviews, with students giving reasons for the way they behaved.

Additionally, students were required by the researcher to fill out a student journal after each lesson in sport education (see appendix 5). The journal was used by students to write down how they felt about the lesson and about their performance in their role and of their team. Holly (1992) believes that a journal is not merely a flow of impressions, but descriptions of circumstances, thoughts and feelings and for the benefit of the researcher, "A dialogue with the facts (objective) and interpretations (subjective), and perhaps most important it is an awareness of the differences between facts and interpretations." (p.4). Information from these journals was used to help in triangulation of student attitudes to their roles and responsibilities.
Data Collection Procedure

Using the information collected from the field notes of student behaviours in the sport education class, and by means of an interview guide, individual interviews were conducted with one student in each of the roles of member of the management board of control, captain/coach, first aid officer, player and advertising/publicity officer. The interviews were conducted in private, in an appropriate location at the school at the end of a session for approximately 10-15 minutes per interview, throughout the sport education season. Each student was interviewed three times; once before they began their role, once during the season and again at the end. Field notes of student behaviour in class were also used to provide examples to the student of the behaviours the researcher wished to discuss. Audio recording of interviews were used to act as a further reference for analysis.

Approval was obtained from the class teacher, school principal, students and the parents of the students involved in the study in order to do this. A copy of the approval form used in this study is shown in appendix 3. Student journals (see appendix 5.) were given to students at the beginning of the season and completed after each session. Information from the journals was collected after the season has finished. A sample of student journal entries is shown in appendix 5.

Data Analysis Procedure

Interview data provided the main source of data and provided the rich information that this study was trying to expose. The interviews were audio taped and transcribed. Responses were coded using the decision log, (see appendix 6) adapted from Cole and
Chan's (1987) model of attitude formation for this situation, and placed under the following headings:

- Intrinsic motivation.
- Roles and responsibilities.
- Perception of control.
- Affect in school learning.
- Perceived competence/Achievement.

Example of suggested student responses that were categorized in each area are shown in appendix 4.

Analysis was achieved by the use of the computer program 'Works Wizards'. This program was essentially a spreadsheet/database. Information was examined sentence by sentence and then copied and pasted into the five files with the above headings. Examining the data was done by looking at each file or by cross referencing across files by use of the 'search for' function. This allowed data to be examined by theme across all of the files. Because the sample size was so small, this technique is viable and useful, however a larger sample size would need a more advance data analysis program to analyse the data.

Information reported under the headings was then used to suggest the attitude of each of the students to their roles and responsibilities in sport education. Additionally, the field notes of students in the classroom context were used as examples in triangulating information derived from student's responses in the interviews.

Similarly, the information obtained from the student journals was examined line by line and copied and pasted into one of the five headings above.

At the end of the study, the viability of using Cole and Chan's model of attitude formation was evaluated for ease of use and applicability to this particular study.
Trustworthiness

"Establishing validity necessitates demonstration that the propositions generated, refined, or tested match the causal conditions that obtain in human life." (Goertz and Lecompte, 1984, p.220) Reliability poses serious threats to the credibility of ethnographic work, but trustworthiness/validity may be a major strength.

To obtain valid information from the interviews, it was important that they contained a high degree of content validity. That is, the questions measure perceptions that directly relate to student attitudes. This was accomplished by using many items that were similar to questions used in the New Zealand study by Pope (1992), of which questions were pre-tested and field tested. The questions were then pilot tested on two students that were participating in a model of sport education, but did not take part in this study. It was found that the students who were being pilot tested, gave responses to the interview questions that were expected by the researcher. A high level of content validity was apparently achieved through the use of the interview questions.

Internal Trustworthiness

Internal trustworthiness refers to the problem of whether conceptual categories understood to have mutual meanings between the participants and researcher are actually shared. (Goertz and Lecompte, 1984).

The timeline for this study was approximately eleven weeks, although some preliminary work had been completed prior to the study at Richardson. Goertz and Lecompte (1984) believe that the common practice of being among participants for long periods of time and performing continual data collection shows a high degree of internal trustworthiness.

The setting for this study was a natural one and is more likely to reflect the reality of life experiences of participants. Goertz and Lecompte believe that this type of research
provides information, "more accurately than do more contrived or laboratory settings." (1984, p.221).

During interviews with students, it is sometimes difficult to determine if they are telling the 'truth', that is, "are they really saying what they are thinking?". To overcome this, the subjects were from a school that had already been visited by the researcher and where he had completed preliminary work with some of the students. The students saw the researcher as a researcher, and not as a teacher. Establishing yourself as a teacher, could have had a marked effect on the validity of the results, e.g., a student may not have said what they really were thinking of in the class if they were talking to a teacher instead of an outsider, such as a researcher. But still the trustworthiness of the data collected in interviews is problematic.

'External Trustworthiness

External trustworthiness or translatability refers to the degree to which the researcher uses theoretical frames, definitions, and research techniques that are understood by others in the same field. (Goertz and Lecompte, 1984).

The methods used in this study; field notes, in-depth interviews and students' journals are typical of an ethnography, widely accepted as the norm by researchers in the qualitative discipline. How these were constructed and performed has been well documented in this study. Similarly, many of the research questions have been adapted from the study by Pope (1992). Student answers to many of these questions were similar to the results obtained by Pope (1992).

In qualitative studies, triangulation is used as a method of increasing the validity of results. This study used field notes, student journals and observations to triangulate with student responses in the interviews and therefore assess the level of validity. Similarly, the careful construction of the interview guide and the questions to be asked using the information from the field notes did not detect many internal inconsistencies amongst student answers and this suggests that a high degree of validity was achieved.
Reliability

"Reliability refers to the extent to which a study can be replicated." (Goertz & Lecompte, 1984, p.211). Because human behaviour is never static in nature, it would be virtually impossible to replicate a study exactly and as Goertz & Lecompte (1984) explain, "even the most exact replication of research methods may fail to produce identical results." (p.211). Errors in measurement, data collection and interpretation can affect the results in a study and so it is necessary to establish a high degree of reliability to indicate that sources of error are kept to a minimum.

To establish a high degree of reliability, the status of the researcher in the school being studied was documented. Similarly the social context of the school and students was also documented. In this way, the results obtained by the research would be affected by these conditions and anyone wishing to compare results would need to take these factors into account.

Only one researcher was used in this study and therefore every attempt was made to document how the information gathered in this study was analysed and coded. (see appendix 6). In this way, it would be sufficiently possible for someone with the same data to code with sufficient accuracy, the information found in this study. Therefore, a high degree of reliability between researchers would be established.

To establish the reliability of the interview questions, after the data of the first two interviews had been summarized, the findings were then presented to the students for approval or disapproval. Any additional errors in the inferences made by the researcher were then corrected and any additional information added. The information was then triangulated with student's perceptions and feelings in their journal entries and field notes so that a high degree of reliability was achieved.
Limitations of the Study

1. This study was a descriptive study and made no attempt to manipulate variables.

2. Choice of the specific sport by the teacher or students could have influenced the attitudes of students if they disliked the sport.

3. Because of the small sample size and the methodology used in this study it would be inappropriate to generalize from the research findings. Instead it will provide a sound basis for further research and add to the much needed research that should guide the development of sport education as a physical education curriculum model.

4. Limited time was available to interview students due to the constraints of the school timetable.

5. Interviewers in some way may have influenced the responses of the students.

6. Data analysis involved a degree of interpretation and inference, as is recognised in naturalistic research.

Ethical Considerations

It was important that any ethical concerns associated with this study be identified and addressed. This was accomplished by protecting the privacy of participants in every possible way. Participants were treated with respect and dignity at all times. Participation in the study was voluntary and so participants had the right to refuse to answer any question. Before any research was undertaken, both students/parents involved and the class teacher were required to sign a consent form. A copy of the student/parent and class teacher consent form is shown on appendix 3.
Timeline.

A) Gathering Information

<table>
<thead>
<tr>
<th>Weeks of school</th>
<th>Focus of the sport education season</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Learning of skills, no student roles established.</td>
</tr>
</tbody>
</table>
| 5-6             | Interviews - brief interviews  
Establishing Baseline Data (prior to student beginning their roles)  
*5 students --> 10 minutes per student per interview. Looking specifically  
at parts 2.1 and 2.2 in the interview guide. (see appendix 2)  
*Students to be given student journals. (see appendix 5) and to complete  
after each session of sport education for the rest of the season. |
| 7-9             | Field notes - observe and record the behaviour of the five students  
participating in one of the five roles outlined. Use these behaviours as a  
basis for discussion in the second interview. |
| 8-11            | Interviews - students to be interviewed when sufficient information has  
been gathered concerning their specific roles and responsibilities using the  
field notes. Use parts 2.3 to 2.5 of the interview guide (see appendix 2).  
week 7 --> interview with the management board of control member.  
week 8 --> interview with the captain/coach.  
week 9 --> interview with the publicity officer. |
| 12-15           | Interviews - final interviews. Interviews with all five students.  
*Students asked to approve or disapprove of the interpretations of the  
previous two interviews by the researcher.  
*Expansion of some student answers as required along with any additional  
information the researcher or student may wish to add. |
B) Analysing the data

The time taken to analyse the data in this study took approximately ten to twelve weeks. This included transcription of the data, analysis and the writing up of results.
Results

The Sport Education Season at Richardson: An Overview

Students at Richardson were in year nine and it was the first time that they had experienced sport education. The selected sport was soccer, participating for an hour and a half, once a week. Consistent with the sport education model (SPARC, 1993), weeks one to four were concerned mainly with the learning of basic soccer skills. The students were divided into four teams of seven or eight for the duration of the learning of the basic skills and given a set area on the oval in which to practice. The teams were chosen by the students themselves and they remained in these teams for the duration of the season. In the first half of each session, the teams practised skills and in the second half, they divided each team in two and played small sided games of three on three or four on four. These games were umpired by the students as they played. Teams where asked to choose a team name and a specific colour that they wished to have for the rest of the season. At this point (week 4), no specific roles or responsibilities had been given to any of the students other than that of player. The class was instructed by the normal class teacher.

At week five, the regular class teacher left the school to take on administrative duties and the class was taken over by a temporary teacher, who had been informed about the sport education model, but had not participated in a sport education seminar as had the regular class teacher. He had taken this particular class on a number of previous occasions. During the early stages, he was greatly assisted by the senior teacher and the regular class teacher. In week 5, the role of captain/coach was established, and four students chosen, one in each team, to be the captain/coach. They were then given a verbal description by the teacher of what was required of them and they were then required to take a ten minute warm-up session with their team. The roles of management board of control were also established. They were voted in by the class by a show of hands.
Students were given a role description by the teacher outlining what was expected of them and required within one week to produce fixtures for forthcoming competition. Students at this point were still learning basic skills for half of the lesson and during the other half of the session, were participating in small sided games. Students were assuming responsibility for various aspects at this time, e.g. equipment distribution, playing area boundaries.

Week seven saw the introduction of the remaining roles: one publicity officer and two first aid officers. Students chosen for these roles volunteered and were then voted in by the class by a show of hands. The students were told by the teacher what was expected of them in their roles.

It was during week seven that the first day of formal competition began. Students participated in their teams in seven versus seven sided games, which they umpired. Management board of control members were required to introduce the day's play and the rules associated with the competition. Students played two rounds per day, the games consisting of two halves, each fifteen minutes in duration.

Week eight saw the results, team colours and names advertised on the gymnasium noticeboard. Students regularly looked at the noticeboard when they entered the gymnasium. Formal competition continued during week eight.

Week nine was the beginning of the finals, where the top team and the bottom team played each other and the two middle teams were matched. The games were interrupted by a guest speaker for the first half of the session, with the semi-finals played in the second half. The teams that were first and second on the ladder at the end of the formal competitions won and participated in the finals.

Week ten of the sport education season at this school was the final. The two first and second placed teams played each other and the third and fourth placed teams played each other. At the end of the game, the management committee made speeches and presented those winners with their prize.
Week eleven was the final day of the sport education season at this school. For the first half of the session, students sat a theory test (a unit curriculum requirement) and in the second half, students were taken to the oval and played an eleven on eleven game of soccer. Students were observed by the teacher and a checklist of their performance, which was developed at the school, used to assign performance grades not used earlier. Students were also assessed throughout the season using this checklist to assign performance grades and also their ability to fulfil their selected roles, i.e. player, manager, captain/coach, first aid officer and publicity officer.

Summary of Field Notes

The section to follow has been added to the results to provide the reader with a detailed description of what happened during the sport education season of soccer at Richardson. It is important as, without it, it would not be possible to understand the reasons behind many of the conclusions at the end of this study.

<table>
<thead>
<tr>
<th>SUMMARY OF FIELD NOTES</th>
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<tbody>
<tr>
<td><strong>weeks 1-3 (7-9-93 to 21-9-93)</strong></td>
</tr>
<tr>
<td>• teacher overview of sport education</td>
</tr>
<tr>
<td>• students choose teams</td>
</tr>
<tr>
<td>• teacher instruction, skilled practices in set areas with their team</td>
</tr>
<tr>
<td>• team colours and names chosen</td>
</tr>
<tr>
<td>• no formal roles established other than that of player</td>
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<tr>
<td><strong>Week 4 (28-9-93)</strong></td>
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<tr>
<td>• students assemble in teams in the gym before moving outside</td>
</tr>
<tr>
<td>• teacher overview of sport education</td>
</tr>
<tr>
<td>picked teams</td>
</tr>
<tr>
<td>teams names chosen</td>
</tr>
<tr>
<td>colours chosen</td>
</tr>
<tr>
<td>• teams start to wear team colours</td>
</tr>
<tr>
<td>• beginning of choosing roles</td>
</tr>
<tr>
<td>Mark (captain) --&gt; description of tasks</td>
</tr>
<tr>
<td>- responsible to allocate someone to set up field</td>
</tr>
<tr>
<td>- captain to take 7-8 minute warm-up</td>
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</tbody>
</table>
- students chose a captain as a group
- students move outside
  - 1 student setting up field from each team
    1) team practicing together
    2) other teams kicking balls around
    3) after 4-5 mins all teams practicing
    4) 2 teams working brilliantly
      # team A passing on the run
      # team B passing, stretching, passing through goals
- Toddlers having a few problems
  - Individual practicing by 1-2 students, others are off task.
  - Students spend a great deal of time sitting in the shade.
- Students called in to the teacher approximately 25 minutes into the lesson --> sit on bank
  - last day of group warmup games
  - captain to help chose positions
- Teacher demonstration --> soccer throw in
  - soccer players in the group asked to tell the class the basics of the throw in
  - teacher demo of good and bad throws
- students organise their own teams of 3v3 within their own teams of 6 or 7
- all teams participating well --> very competitive and enthusiastic
  One boy said "encourage each other, don't hassle"
- students practicing correct throw in --> other students self umpire if it was a foul throw
- student got tripped, so he call "free kick", stopped and took the free kick
- student in the Pitbulls throws in, but foul throw. Students stop and other team throws it in
- students return - 6v6 or 5v5 (a few students have to go to the deputy regarding their subject choices for next year.
- Homo sapiens huddle to discuss tactics and positions --> Metal Wreckers also
- Homo sapiens v's Metal Wreckers --> captains move to the centre, shake hands and toss a coin, game begins
  student "well done Damien"
  "come on guys, lets go!"
- students self umpire, all shouting out corner when it went out
- students called in
  - revise effort, teaching points in the throw in
  - teacher organises management group each week
  - captains to organise the markers being collected
- teams uneven - management committee introduce a handicap system of two goals when good and bad teams play

Week 5 (19-10-93)
- relief teacher takes over the class
- first 15 minutes the other roles in sport education are chosen
• students move outside --> 1 team to set up grids
• coaches take stretches, run and skilled warmup in set teams for 15 minutes

Mark captain/coach:
  #stretches - arms behind the back
  quadriceps
  hamstring

  #passing - stationary
  on the run

  #shooting - one two drill with a shot at goal
• break for a drink
• management committee give a speech on teams to play and the scoring system (John)
  - two or three student shout out speak up we can't hear you
  - speaker speaks up
• teams split for round 1
  toddlers v's metal wreckers
  homo sapiens v's pitbulls
• teams stop - students, 3 cheers for the opposite team
• management committee take scores and captains nominate best players
• start second game
  Homo sapiens v's Toddlers
  Pitbulls v's Metal Wreckers
• captain helped with the rules - got to kick the ball off the ground for a goals kick
• students begin to lose interest - due to uneven competition
• Darren (Player)
  - practicing well in his team
  - coach instructing the team on the inside of the foot pass in a circle formation
  - team practices the pass on the run in files

Week 6 (26-10-93)
• 5 students sitting out because they have no gear
• 2 top teams - coaches taking stretches

Mark (captain/coach):
  - some students in the team not enthusiastic "C'mon up you get"
  - dribbling down field individually
  - loose dribble and then stop the ball "don't muck around Tyron"
  - ball movement around yourself using your foot
  - run out of activities, so he had to ask anyone if they knew any more
    "just warm your feet up. Alright?"
  - ball juggling
  - throwing practice "comments on keeping feet on the ground, hands behind head"
  - throwing with a run up
  - instruction on how to trap and throw the ball "give with the ball"
  - move to inside foot passing approximately 10m
demonstrates shooting practice
- meanwhile 2 teams are sitting down doing nothing
  - one of the teams has no soccer balls as they kicked them in the pool area
- all teams soon begin to practice with teacher presence
- students move to get a drink --> students return and don't start the practice
  Mark (captain/coach) "Oh no, here comes the teacher. What are we going to say. He'll ask who is the coach and that is me!"
- Individual comments on the roles......
  1) Darren (player)
    - team fools around and eventually he kicks the ball over the fence into the pool area.
    - approximately 10 minutes into moving outside, team begins practicing in a circle
    - keep it off the next activity, still within the circle
    - team lacks enthusiasm and commitment
  2) John (management committee)
    - announce todays fixtures
    - Darren does all of the talking
    - student decision
      #Pitbulls and toddlers have a 2-0 handicap
      #other option is to change the teams
    - after the game --> they collect results and record best players
    - students get a drink
    - John (management committee) organises and announces to the group the next round
    - after the game --> collect results and record best players.
  3) Mike (publicity officer)
    - a list of team colours has been published on the gym notice board,
    - no real sign of interest or effort as just yet

Week 7 (2-11-93)
- Many students away including 2-3 captains.
- Some teams only have 2-3 players
- Sport education non-existent
- Asked to form 2 teams---> students had no one to direct them and as a result were off task.
- Teacher then forms 2 teams, sides at either end of the pitch.
- Students then move into some sort of skilled practice
  *passing on the run
  *stretching at the goals
  *heading towards goals
Week 8 (9-11-93)
- First period interrupted by a guest speaker
- Students then move to the gymnasium and the management committee explain who is playing who.
- Students then move outside and duty team sets up the area
- The last round of competition begins
- Management committee collect scores and nominations for most valuable player

Week 9 (9-11-93)
- First period also interrupted by a guest speaker
- Students move to the gym where the teacher explains the finals
- Students move outside -> 10-12 minutes to set up equipment and then the teacher instruction
- Students appear to be losing interest
- Games begin 1v4, 2v3
- Teacher instruction was that scores are 0-0 with no handicaps

Week 10 (16-11-93)
- Researcher was absent due to university exams
- First period also interrupted by a guest speaker
- Students compete in the finals for the second half of the period
- Presentations of awards by management board of control

Week 11 (23-11-93)
- Students sit a theory test all together in the first half of the lesson
- In the second half of the lesson students compete in a 2 sided game of soccer for which they are assessed by their level of performance
- Every student is interviewed for the final time.

The summary of the sport education season described above shows how the season developed; from the learning of basic skills in the first three to four weeks, the selection of different roles and practicing within teams and the development of the formal schedule of competition, ending with a final series and eventual winner. The students were given more and more responsibility by the teacher as the season progressed.
This soccer model of sport education has characteristics that are similar to what is described by SPARC (1993) as a typical sport education season and can therefore be considered a sport education model.

**Summary of Interview Data**

The summaries of interview data to follow are designed to give the reader a better insight into student's answers in the interviews. It is in this way, that the reader can understand how many of the conclusions have been formulated. It should be noted that the summaries to follow just show the data with no interpretation. It will therefore be possible for the reader to contextualize the role of each of the students involved in the study.

John was a member of the management board of control. In his role he was responsible for the general running of the lesson and the organizing of fixtures. The interview was structured so that it gave John opportunity to express his opinions on features of his role and his thoughts about doing it. A summary of his responses has been shown below.

<table>
<thead>
<tr>
<th>Summary</th>
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<tbody>
<tr>
<td><strong>Management Board of Control (John)</strong></td>
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</table>

**Intrinsic Motivation**

<table>
<thead>
<tr>
<th>Q</th>
<th>Now, did you volunteer to be in the role of management board of control</th>
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<tbody>
<tr>
<td>A</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>What were some of the reasons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I don't know, it was something different and I thought I'd just give it a go</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>Was that the only reason?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I suppose it was something that was a bit more challenging</td>
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</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>Would you do the same role again or another one?</th>
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<tbody>
<tr>
<td>A</td>
<td>Probably the same one or another one, it doesn't matter.</td>
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</tbody>
</table>
Q: Is there any other reason why you wanted to do that role?
A: No, not really, it's just good, you get to help out other kids and that.

Roles and Responsibilities
Q: What do you see as you main responsibilities within your role?
A: Organizing the fixtures and that, collecting the scores, fixing up any problems we might have and just helping organize everyone.

Q: How do you feel about having to do some of those responsibilities?
A: Fine, I think it'll be good.

Q: I have noticed that you do most of the talking. In the last couple of weeks you asked everyone to stop and listen to you out the front. How do you feel about being out the front of the class?
A: Doesn't bother me. In year 7 I was a captain and that and I had to do all of the talking.

Q: Is it much more work?
A: No, not really, it's just that you've got to work and help out people and that, check all the scores are marked down. It's quite good.

Q: We talked about whether you thought teachers did more or less in Sport Education. You said you thought that they did about the same. Have a think about what the teacher did in normal physical education and think about what you did with Mr. Smith. What things were different?
A: Before the teachers told you what to do and now the kids tell you what to do. Like organize it. More enjoyment as kids tell them. Other kids tell other kids what to do and they join together and that.

Q: You said that as management committee it wasn't really much more work. You worked out the scores and mark down and you said that you thought it was quite good. Now obviously there is a little bit more work to do?
A: A little, but it's enjoyable, really fun.

Perceived Competence/Achievement
Q: How do you feel the other students feel about the way you are doing your role. Do you think that they think you are doing a good job?
A: I'm not really sure. They haven't said anything.

Q: Have they said anything at all?
A: No, I think they would have told me if I was doing a bad job.
Q Specifically when you were out the front, I noticed a couple of times when you were saying the fixtures, some students said "speak up". Does that bother you and how do you feel about that now, do you feel more confident?
A Yes I do, I feel more confident.

Q Do you feel that being in the role of management board of control has improved your relations with other kids in the class and the teacher?
A Yes it probably would have.

Q What do you think you would have learnt from being in your role in Sport Education?
A Confidence in speaking in front of groups and that, being in a leadership role.

Perception of Control
Q Why did you decide not to rechoose the teams?
A Because people didn't want to change teams, they wanted to be with their friends

Q We have two good teams and two bad teams. When the two good and two bad teams played they got thrashed and you came up with the solution that you were going to handicap 2 teams. From that it seemed to work out quite well. You said it evened up the competition a bit. Do you think that evening up the competition is important and if so why?
A Yes, because you have all the good kids on one team and the bad on the other. The good kids won't try hard. They will get a couple of goals and then muck around.

Subject Related Effect
Q What about soccer, do you like the sport?
A It's a good sport

Q Do you play soccer at all?
A I've only done soccer in physical education. Also we have lightning carnivals, I go in those

Q How do you get along with the teacher?
A I get along fine with them

From the interview data it was found that John was intrinsically motivated to become a member of the management board of control because it was something different
to what he was use to. One other reason he gave was that he liked helping people and in his mind he considered that participation in this role was one way to do this. He stated that his role involved helping out others. He believed that roles he had participated in previously would help him in his role. Learning to be a more confident speaker is one aspect that he had developed and participating in the role had helped him develop a better relationship with some of the other students. John liked soccer and physical education. Finally, he stated that he would like to participate in an authoritative role in a different model of sport education again.

Mark was a captain/coach in the model of sport education at Richardson. He was responsible for the coaching of his team and the duties of the captain at the beginning and end of the game. The interview was structured so that it gave Mark opportunity to express his opinions on features of his role and his thoughts about doing it by asking a general question and then building on his answers. A summary has therefore been shown below of how this occurred.

### Summary
**Captain/coach (Mark)**

<table>
<thead>
<tr>
<th>Intrinsic Motivation</th>
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<tbody>
<tr>
<td>Q</td>
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<td>A</td>
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<tr>
<td>Q</td>
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<td>Q</td>
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<tr>
<td>A</td>
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<tr>
<td>Q</td>
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</tbody>
</table>
A No, I wanted to be coach.

Q You said that the captain/coach was the one that you wanted to do. Why the captain/coach and not say first aid officer?
A I've done coaching before and first aid. I like to do things that I already know.

Q If you were asked to do another role, you said that you would like to be a player in the sports that you are not familiar with but a role with a lot of responsibility in a sport that you are familiar with?
A Yes.

Roles and Responsibilities
Q What do you see as your major role, what's some of the things you have to do?
A Help everyone out and show them what to do

Q I asked you what you saw as your major responsibilities and you said to help everyone out and show them what to do. What else would you do or have done?
A Showed them coaching things from central districts and Sunday stuff what I've learnt outside school.

Q I asked you how you felt about doing some of the things that you are expected to do as captain/coach in sport education and you said that you like the responsibility, it was good. Why do you like being given the responsibility so much?
A Oh you feel privileged being offered that job.

Perception of Control
Q How do you think you are going in your role, do you think you are doing really well?
A I think I'm doing o.k

Q What about the other kids, how do you think they think you are going?
A In my team?
Q Yes
A They probably think I'm a bit bossy - I don't know

Q Isn't that what comes with your role?
A Yes I suppose they think I'm doing alright.

Q You said that you had done a bit of captain work before and you knew your coach in coaching your team. You said it had helped you. What sort of things that you've done do you think have helped you?
A Setting up the field, getting the boys together and telling them what to do.

Q Do you feel that you've coped quite well a captain/coach
A  Yes, it's quite easy. I know everyone in my team and we hang around together so it's easy.

Q  Do you have a better friendship with your team members as a result?
A  Yes, a bit. They get a bit angry some times when I yell at them.

Q  I asked you how well you were going in your role and you said really well. Now we've finished, how well do you think you went?
A  I thought I did a pretty god job.

Q  How did you go in the finals?
A  We lost 2-1 in the last 5 minutes

**Perceived Competence/Achievement**

Q  Do you think that you have influenced your team in any way to be up in the finals?
A  Yes, a bit

Q  You thought that you'd influenced the team to get into the finals, what do you think you've contributed?
A  I've encouraged them to play soccer.

**Subject Related Effect**

Q  Do you like physical education?
A  I don't mind it. Some sports are good and some aren't. I don't really like athletics.

Q  What do you think of your teacher, do you get along with the teachers?
A  yes o.k

Q  No hassles with any of the teachers?
A  Some I do, some don't like me

Q  The physical education teachers?
A  No, not the physical education teachers, I like the physical education teachers.

Mark volunteered for the role of captain/coach because of his knowledge of the sport, having played for a number of years. He saw the role as being a bit more of a challenge. He believed that his major responsibilities included helping everyone out and showing them what he has learnt in community soccer. His team did well in the finals and
he believed that he had influenced their performance. Mark liked physical education and soccer especially. Finally, he stated that he would like to participate in a more authoritative role in sports that he is comfortable with, but he was quite happy to just be a player in sports that he is not comfortable with.

Mike was a publicity officer in the model of sport education at Richardson. In his role he was responsible for the collection and publication of results and fixtures, along with any other significant events that may occur. The interview was structured so that it gave Mike opportunity to express his opinions on features of his role and his thoughts about doing it. A summary has therefore been shown below of his answers.

Summary
Mike. Publicity Officer

Intrinsic Motivation
Q You volunteered to be in the role, what are some of the reasons why you wanted to become a publicity officer?
A Just for fun, something good to do and different

Q Was that the role you wanted to be or would you have liked to have been something else?
A I would like to have been a first aid person so then I wouldn't have to do much.

Q So you've had to do a bit more effort to be a publicity officer?
A Oh, no, not really, you just have to draw up a few things and that. But first aid officer is a bit easier, just carrying them to the nurse.

Roles and Responsibilities
Q Last week there was a lot of team and team colour on the notice board, is that something that you did?
A Yes, I did that during my tutorial group. I sat in this room and drew it and coloured it in.
Q From this week there was quite a fair bit on the board; results so far, most valuable player and how the teams are going. How did you do that, when did you decide to do that and how?
A Mr Smith came to me last week and told me to think of something to do. I wrote it down on a piece of paper and sussed it out and wrote it down.

Q You've got win, losses and draws in a set format, where did you find out about how to write it down like that?
A I knew about the wins and losses and that but Mr Smith told me to put down total goals, i.e. how many you've scored.

Q What do you think the role of publicity officer is. What's some things you would do?
A Advertising, what happens in your group.

Q How do you react to what you have to do, you have to write and publish results.
A Doesn't interfere with sport time. I did it during tutorial. It didn't take up much of my time.

Q So it hasn't really affected your time at all.
A Not really.

Perceived Competence and Achievement
Q How do you feel you are going in your role so far?
A Pretty good I suppose. I haven't had any complaints lately.

Q The students haven't said anything?
A No

Q How do you think the others think you are going?
A Hopefully they think I'm doing a good job.

Perception of Control
Q How do you think the teams are going with respect to the team colours.
A I don't think that they are taking any notice.

Q Do you think that the team colours would be a big part of it?
A It would make it look a lot better.

Q We could perhaps stress it a bit more - do you think that would be included in your role or in someone else's?
A The captains of the team.

Q Do you think that your performance in your role is important, and why/why not?
Mike volunteered to be in the role of publicity officer because he considered that it was something different to do. Mike would also liked to have done a different role, but was not voted in by the class. He stated that his main responsibility was to advertise what was going on in the group. He believed that he had done a good job in his role although all of his work was teacher initiated. Mike disliked soccer at first, but like it by the end of the season. He also like physical education. Finally he stated that he would like to participate in another role or even the same one in a different model of sport education.

Michelle was a first aid officer in the model of sport education at Richardson. In her role she was responsible for the seeing to injuries, getting the injured to the nurse if needed and being on standby if anyone became injured. The interview was structured so that it asked Michelle a series of open ended questions, from which developed discussion from her answers. The summary below shows her answers to the researcher's questions.
Summary
Michelle, First Aid Officer

Intrinsic Motivation
Q Now you've chosen to be a first aid officer. Why a first aid officer, is that the role that you wanted to do or was there another role?
A No, I like helping people, that was the one I wanted to do. My uncle is one who fixes up people at the cricket club and football club and that. I go and help him with cuts and that.

Q Would you like to participate as a first aid officer in another model of sport education?
A Yes

Q Or would you like to participate in a different role?
A I'd still like to do first aid

Q Why's that?
A I like to make sure that everyone alright.

Q Some students think the first aid officer doesn't do much. Is that why you became a first aid officer?
A No, you can't help it if they don't get hurt. If the injuries come then they come, you just have to miss out.

Roles and Responsibilities
Q What exactly do you think you might be doing in your role?
A If people get a sprained ankle, you go and fix them up and see if it's alright to go back on. If it's sprained, you go and get an ice pack and stick it on.

Q Say someone got an injured ankle on the sporting field, tell me exactly what you would do?
A Go out there and see if they could walk on it, if they can't then get a stretcher and take them off. Take their shoe off and see how bad their ankle is sprained. Get an ice pack on there to get the swelling down.

Q How do you react to doing these sort of duties. In physical education you haven't been asked to do this sort of role. How do you see that as different to normal physical education lessons where you just go and play physical education.
A I don't mind, I reckon it's fun. I don't mind helping people out. It's a lot of fun helping people out.

Q Have you done any reading or something of that sort?
A: Yes, I have a book at home and it's called SURVIVAL WITH FIRST AID and I've nearly read it, I've been reading it for a while now, it's a big book.

**Perceived Competence and Achievement**

Q: Have you done much before other than with your uncle?
A: Not really, camp in year 7 in the bush. I had to strap an arm up with a bandage and string and that and they taught us how to fix them up and that.

Q: You said that you had done first aid other than with your uncle and you said in a camp in year 7 in the bush you strapped arms up with bandages and that sort of thing. Since then have you done any more work with first aid at all?
A: Well, this kid, we were at a camp a couple of weeks ago and we were out in a group, about five of us. Our leader fell out of a tree and broke his arm and I just put a bandage on it and kept it straight. I just did that until we got him back and they reckon I did a good job and they gave me a certificate.

Q: If someone injured their ankle on the sporting field, you said that if they can't go back on you'd organise for a stretcher and you'd take their shoe off and see how bad their ankle was and then get an ice pack. Was it from your uncle that you learnt that?
A: No, also from books and my uncle. They both helped me. My uncle showed me how swollen it would be to not let them back on. If they can't walk, they need a stretcher.

Q: About your role as first aid officer - you didn't do anything, how do you feel about not doing anything?
A: A bit disappointed, as I really wanted to try it out, but if no-one wants to get hurt then they can't help it. If we play basketball next, then I will still do it, so I'll just help out.

Q: From your experience, do you feel quite confident that you could do a good job in first aid?
A: Yes

Q: Do you think that that's reflected in what the other students think as well? Do you think they think that you're pretty confident.
A: Yes

Q: What do you think are the main things you've learnt about being in a role like first aid officer?
A: Cooperation with the other kids, help them out and see if they are O.K.

**Subject Related Effect**

Q: Do you like soccer?
A: Yep
Q: Have you always liked physical education?
A: Yes

Q: You said that you liked soccer, can you give me some reasons why?
A: When I was in year 4, the teacher used to play soccer. He used to take me out on the field and show me how to play soccer, and I really liked it. We went out there and played it for a while, then I got into a boy's team and we won the championships. And I kept on doing it, it's fun.

Q: You said you liked physical education, can you give me some reasons why?
A: I like sport, I like to run around and get hot. It's fun!

Michelle was motivated for the role because she liked helping people and she considered that this role would give her an opportunity to do so. She gained some of her enthusiasm for the role from her uncle who was also a first aid officer. She considered her main role as being to help people if they are injured. Even though she did not get to do anything, she believed that she could have done a good job. She loved physical education and soccer. She liked her role so much that she wished to continue with it even though the sport education season had finished. Finally she stated that she would love to do this role again in a different model of sport education.

Darren was a player in the model of sport education at Richardson. In his role he was responsible for helping out his captain and trying his best for the team. The interview was structured so that it gave Darren opportunity to express his opinions on features of his role and his thoughts about doing the role. The summary below shows his answers to the researchers questions.
Summary
Darren, Player

Intrinsic Motivation
Q Did you volunteer to be in another role?
A Yes, I tried.

Q What role was that?
A I tried to be a captain and the ones who organise the games and stuff.

Q Would you like to participate in another role in sport education?
A Yes, it depends what the game is. If it's something like football I'd prefer to be a player, but in things like athletics, well I don't really mind being anything. I'd be anything in that.

Q So you don't mind being in a more authoritative role in sports that your good at and the sports you enjoy?
A Yes

Q And you're quite prepared to be a player in sports you don't like or not comfortable with?
A Yes, just being a player in those ones.

Roles and Responsibilities
Q Today I'm talking to Darren who's role in sport education is mainly a?
A Player, but an all rounder.

Q How do you feel about not getting into those roles, are you disappointed?
A No, not really, because either way I do the same thing. I end up playing but I have to do a bit extra.

Q Being a player involves not just being a player, you also have to do other things as well. What do you see as the main responsibilities you have to do as a player?
A Just compete well and try your hardest, try and learn, not just play, you've got to learn and pick up things and help as much as you can to your team.

Q Being a player in sport education is a bit different to being a player in normal physical education because you're taking instructions from other members of the team. E.g. your captain or management board of control. How do you feel about taking instructions from other members of the class other than the teacher?
A Well sometimes depending upon how they tell you, if they just start yelling and get really grumpy, they think they're the boss and I can tell you to do anything, no I don't like it, but if they do their job the way that they are expected to do it then it doesn't bother me.

**Perceived Competence and Achievement**

Q A few weeks ago we had a problem with two of the teams being not so good. They gave the teams that weren't doing all that well a handicap of two goals. You were on one of those teams that wasn't doing all that well.
A Yes I was in the Pitbulls.

Q Now how do you think that giving the teams a two goal advantage has worked?
A It didn't really help us, because half of our team was always sick. Half of the team didn't get changed, they were getting too hot.

Q How did your team go in the finals?
A I'm not sure, I haven't been here for a while.

Q Where you here last week?
A No, I think we came second last or last, I'm not sure.

Q Do you feel that you've done a good job as being a player in sport education?
A I feel that I've done a good job as being a player as best I can to my abilities.

Q Why do you think that?
A Well I know that I've given it my best effort and I've been congratulated every now and again.

Q Who did that?
A Other students say good shot or good goal.

Q And that's within your team?
A Within my team and from other teams as well.

Q What's some of the things that you have learnt about doing sport education as opposed to normal physical education?
A Mainly rules of the game. I used to think I could play that it's easy. You get out there and try the rules and I found that it's not so easy after all. You have to really know the rules and stuff and know how to use them.

**Perception of Control**

Q So your participation as a team member is vital to the way the team is going?
A Yes, to every other person on the team.
Q: How has that affected the way you have tried as a player?
A: It's made me work harder and I felt exhausted and I sat down a couple of times.

Q: How do you feel about those guys that have let the team down?
A: Well it depends what they do. Not bringing their clothes is quite silly actually but just being sick and that, well that's understandable, they can't help it.

Q: Do you think that your participation has helped your team perform how they have. Do you think that your performance is important to the team?
A: Yeah it is in some ways, but lately when we've been having games, I haven't been there to help.

Subject Related Effect
Q: Do you like physical education?
A: I love it.

Q: Can you give me some reasons why?
A: You get out and not just doing work and stuff. You do lots of fun things, you learn lots of fun things you can do in your own time.

Q: Have you ever played soccer at all?
A: Yes, I played in a little town I used to live in called Boyup Brook.

Q: How do you get along with your teachers?
A: Fine, I get along fine with my teachers.

Darren would have liked to have had an additional role other than that of simply being a player, he would have liked a role that involved more responsibility, but unfortunately, he was not elected for a role such as management board of control. Instead he considered that his role involved helping others in their roles. He didn't mind taking instructions from other students, as long as they stuck to their role. He stated that he thought that his participation and effort was vital to the team's performance. He liked soccer and physical education. Finally he wished to participate in a different model of sport education, but in a more authoritative role.
This study is an ethnography and therefore does not attempt to generalise from these results. The results shown above and on the previous pages are to give the reader an insight into what students thought of their roles and responsibilities in the soccer model of sport education that they were participating in.
Discussion of Results.

The subjects used in this study will be analysed in the discussion section, individually. Each section will examine the attitudes of students, participating in the roles, under the headings adapted from Cole and Chan’s (1987) model of attitude formation, as described in the conceptual framework. (see figure 2).

Management Board of Control: John's Attitude

John is a year nine male who was voted in as management board of control from one of five volunteers. John was interviewed on three occasions, once after he had been elected the role, but before he had begun; towards the middle of the season after data had been gathered about his performance within his role, and again once the season had concluded.

Using the interview data, field notes and journal entries, this student was observed to have performed the following tasks within his role as a member of the management board of control: Organise the fixtures for the team competition and the announcement of these fixtures at the beginning of each round, to the class; collect scores at the end of each round and the selection of most valuable player by the captain of each team; discussion and resolution of problems occurred as the season progresses; liaison with the teacher with any problems that may occur; the presentation of the awards at the end of the season; participation as a team member and to generally take a large part of the responsibility of the running of the lesson away from the teacher.

The following headings relate to the conceptual framework (see figure 2). The headings and descriptions of each of these headings are adapted from Cole and Chan's (1987) model of attitude formation. A description of what is to be categorized under each of these headings is shown in the coding manual. (see appendix 6).
Intrinsic Motivation

The intrinsic motivation of John could be understood by establishing and examining the reasons why he wanted to become a member of the management board of control.

John volunteered to be on the management board of control; this is indicative of the fact that he was intrinsically motivated towards this role. As with most new curriculum innovations, sudden interest by students is often very strong, although this is typically followed by a period of gradual decline. In the case of John, volunteering to be a member of the management board of control and showing strong interest towards his role in sport education, this was also the case. When asked why he volunteered for that role, he replied, "I suppose it was something different and I thought I'd just give it a go." When questioned further he stated that he considered it, "something that was a bit more challenging" (more than just a player). John did not consider multi activity physical education challenging to his abilities. This point was strengthened when asked if he would participate in the role again, or in another role other than that of player. John stated that he wished to specifically participate in a role other than that of player but was not concerned with which one. "possibly the same one or another one, it doesn't matter." While John still participated in activities as a player, along with his role as management board of control, many of those where similar in nature to those in multi activity physical education, which he found less challenging. The difference he indicated was that he experienced a high degree of challenge in other areas of interest within his role as management board of control and not that of player. When asked why, he stated that he liked the idea of, "helping out other students and that."

Not all students are interested in the welfare of other students, but the role of management board of control has given this student the chance to extend himself. In traditional multi activity physical education, this opportunity would otherwise not be available. Having a distinct interest in the area of helping out others, which is part of the
role of management board of control, appeared to be the main reason why this student was intrinsically motivated to volunteer for this role.

Roles and Responsibilities

John's description of what is entailed in his role as a member of the management board of control and his perception of having to perform some of these roles is now discussed.

John's willingness to help others seems to have been shown quite clearly in his description of his expectations of the roles and responsibilities in the role as a member of the management board of control. He stated in a preliminary interview that he expected to, "organise the fixtures and that, collect the scores, fix up any problems and help organize everyone." Similarly in the second interview, when asked if the role required much more work, replied, "No, not really, it's just that you've got to work and help out and that, check all the scores are marked down. It's quite good." John associated the helping out of others with one of the major roles of management board of control and one of the possible reasons for the selection of the role.

The role as a member of the management board of control involves more than just helping out others. Organising fixtures is one other responsibility and involves duties such as announcing to the class the fixture for that round. Whilst John appeared to volunteer for the role to help others, he was not discouraged about performing other duties, such as speaking in front of a class. When asked how did he feel about having to speak in front of the class, he replied, "I feel fine, I think it will be good." Further probing in this area revealed that this student had been a captain of a sporting team and a faction captain in his primary school. In the preliminary interview, John believed that the responsibilities involved in the roles of team captain and faction captain that he had participated in previously would be quite similar to what he expected to encounter as management board of control. This point was ascertained when asked how he felt about having to talk in
front of the class and replied, "Doesn't bother me. In year 7 I was a captain and had to do all of the talking."

Taking on a role such as a member of the management board of control requires the student to perform more functions within the class than in a multi activity based lesson. More is required of the student for successful running of the sport education model. When asked how he felt about the increase in workload he responded, "It was only a little bit, it's enjoyable, really fun." Many teachers would be surprised that a student would volunteer to do more work, but John clearly stated that he didn't mind a little bit more work. One possible reason for this was outlined when John was asked what he thought the differences were between physical education now and before sport education. He replied, "Before the teacher told you what to do and now the kids tell you what to do. Like organize it. More enjoyment as kids tell them. Other kids tell other other kids what to do and they join together and that." This can also be related back to John's willingness to participate in this role to help others. One of his responsibilities he perceived to be part of his role was that he would tell other kids what to do and generally organise them. He felt that this was more enjoyable than if the teacher was telling him what to do and consequently did not mind an increase in workload to take over some of the responsibilities of the teacher.

**Perceived Competence/Achievement**

John's experiences that he has been involved in previously that are related to his role of management board of control will be documented under perceived competence/achievement. Similarly John's thoughts on his performance within his role and the perception of others in the class on his performance within his role will also be documented here.

John, in the preliminary interview, believed that his experience in the role of captain of a sporting team and faction captain that he had participated in previously would
help him in the role of management board of control. He thought that they were synonymous, "It's just the same. Because you manage and help out and that. Telling them to keep quiet and organise them. It's virtually the same." After participating in the role, he concluded that it was almost the same as participating in the role of sporting or faction captain, which he had participated in at primary school.

In interview two John indicated that he believed he had done a good job within his role, but when asked what he perceived other thought of his performance, he stated, "I'm not really sure. They haven't said anything." One specific instance in the lesson involving John could be the focus of why he was unsure of his performance in the eyes of his peers. When he first stood out the front of the class, he spoke quietly and a number of students asked him to speak up (Field notes, 19-10-93). In the final interview, however, he thought he was doing O.K., believing that, "They would have told me if I was doing a bad job." On inquiry into how he felt when chosen to speak up as compared to how he felt at the end of the sport education season replied, "I feel more confident now." He believed that it was this incident that had helped him develop confidence in speaking in front of a group. "They told me what to do, speak up, and that's probably worked." John also concluded that developing confidence in speaking in front of groups was one of the major things that he had learnt from being in the role of management board of control. "I have developed confidence in speaking in front and that and being in a leadership role."

Relationships with pupils and teachers seemed to have improved in the eyes of John. When asked why and in what way, he replied that he thought, "You help out and that and organize." Meaning it was because of the increased interaction between the student and other students, that relationships had developed. It is noteworthy that John was intrinsically motivated to volunteer in this role for that same reason.
Perception of Control

John's perception of control would be indicated by how his performance in his role of management board of control would contribute to the successful running of the lesson.

A student in the role of management board of control would need to have a high perception of control for the success of a sport education model. The decisions made by John affected not only himself but the whole class. One major priority that John recognised was the need for even competition. Two of the teams were strong and two were weak, unfortunately resulting in uneven competition. The decision by John was to handicap the stronger teams by two goals rather than change the teams. John stated that the reason for this was that, "people didn't want to change teams, they wanted to be with their friends." Furthermore he highlighted the need for even and fair competition in his journal. "with my job as board of control I had to work out a fair system."

The decision to use a handicap system was an important one as it drew interest to the competition. Field notes(19-10-93) taken during the games when a strong and weak team met, indicated that the lesser skilled students began to sit out and not try because they were losing. John on the other hand observed the same situation slightly differently, he concluded, "because you have all the good kids on one team and the bad on the other, the good kids won't try hard. They will get a couple of goals and then muck around."

On interviewing John after the decision to use a handicap system was implemented, he believed that his choice had turned out quite well. "It's good because the other team came a draw with the other team(good team), the score was three all. It turned out quite well." John seemed to have a high perception of control as he believed in a fair and even system and made decisions according to this goal.
Subject Related Effect

Subject related effect of John would examine his opinion of physical education in general and to the sport of soccer, which is the medium for the sport education model being used. Also under subject related effect would be John's opinion of the class teacher.

It was evident from all three interviews that John had a liking for physical education, stating these many times. He reported that he was good at athletics, nearly breaking the 100m state record for his age group and his athletic ability seemed to filter into other aspects of physical education. Evidence of this was indicated when asked if he liked soccer and did he play. He replied, "Soccer is a good sport...I've done soccer in physical education. Also we have lightning carnivals, I go in those." Further probing of the reasons why John liked physical education, discovered in the final interview, revealed that being good at sport was the main reason why he liked physical education.

The normal class teacher took the first half of the sport education season and a relief teacher, with some knowledge of sport education, took the second half. On discussion about the relationship of John with both the normal and relief teacher he replied that he, "got along fine with them."

In conclusion, John is a student that has an interest in helping out others. His interest in being a member of the management board of control in his opinion is a way of helping out others and is why he finds his role challenging. John was not discouraged about performing the duties involved with the role of management board of control, because he considered that his experiences in similar roles in primary school would be beneficial. After being very nervous in speaking in front of the class, which is one of his roles, he stated that as the season progressed he developed confidence in his ability to speak to a group. John also stated that he did not mind the increase in work load that was involved with the role. John also had a high degree of perceived competence as his decision to handicap the two best teams appeared to be successful and developed interest.
in the competition. Finally he stated that he liked physical education, soccer and his physical education teacher.

Answer to the Research Questions

To establish the attitude of this student towards the role of being a member of the management board of control, the research questions will now be discussed.

In answering research question 2.1, What do students see as their responsibilities in the role they are fulfilling in a season of sport education?, the following was concluded that John perceived his main responsibilities as organising the fixtures for the competitions, along with announcements to the class before each round and the collection of scores and nominations for most valuable player at the end. He perceived that his role involved telling other students what to do and generally organise them in class. In conclusion, he saw that his main responsibility, and one of the main reasons for his selection of the role, was to help out others.

In answering research question 2.2, What are the attitudes of students towards their responsibilities when participating in a role in a sport education model?, the following was concluded. John had a positive attitude towards the responsibilities he had to perform. He felt nervous at first when he had to speak in front of the class, but developed more confidence as the season progressed. He didn't think that the workload was much more than what he was used to and consequently said that it was enjoyable and fun. Finally he liked the idea of other students telling other students what to do instead of the teacher (more responsibility) and he believed that this was more enjoyable and therefore did not mind extra duties if this was the case.

In answering research question 2.3, Would students wish to participate in a major role in another sport education curriculum model?, the following was concluded. This student was intrinsically motivated to the role of management board of control because it gave him an opportunity to help other students. Similarly he stated that he would love to
participate in another role in a different model of sport education. When asked which one he stated that he did not mind which one as long as it wasn't only as a player. Therefore his enthusiasm to participate in another major role was clearly identified.

Major Research Question

Therefore, in answering the major research question, What are students attitudes towards their roles and responsibilities within a sport education curriculum model in physical education?, the following was concluded. By analysing the data from the interviews, field notes and journal entries, it appeared to be evident that John has a very positive attitude to the roles and responsibilities of a management board of control member. This role allowed John to help people, which is of interest to him. It involved students organising other students, and this was of particular interest to John who found it enjoyable and was motivated to perform extra duties. Finally, this student wished to participate in another role in another model of sport education and this also suggests a positive attitude to his role as a member of the management board of control.
Captain/Coach: Mark's Attitude.

Mark is a year nine student who was voted in by the team to assume the role of captain/coach. He was interviewed on three occasions: Once before his role began, secondly during the season when some information had been collected on his performance and again at the end of the season.

From an analysis of the interview data, information gathered using the field notes and the students' journal entries, Mark completed the following tasks: led a seven to eight minute warm up at the commencement of each of the sessions, instruct his team on the skill being taught for that day; organise someone to set up the equipment at the beginning of the session and to collect at the end; allocate positions for the members of his team, be a role model for the rest of the team, officiate and encourage other in his team to play soccer.

Intrinsic Motivation

Mark volunteered to be a captain/coach which suggests that he was intrinsically motivated towards this role. When questioned on the reasons for volunteering he replied, "Well I've been playing soccer for a few years and I know the coach and I've helped him coach and I've been the captain of the team." He believed that his previous experience with the coach was perhaps the main influence towards his decision to be in this role.

Mark was an exceptionally talented soccer player and this was shown quite clearly in his skills with the soccer ball. His eagerness to volunteer to be in this role showed his willingness to progress in his capabilities, and he reported that, "I see this role as a bit more of a challenge, than just being a player."

It was noteworthy, that when questioned if he would participate as captain/coach in another season of sport education involving basketball, he quickly replied, "I would just like to be a player." Questioning further to see if it was the role that he disliked he replied,
"No, I don't mind being captain/coach in sports I know a lot about." Similarly, Mark added that he was quite content to be in just the role of player in sports he knows little about and feels less comfortable with. This therefore suggests that students are quite prepared to take a more dominant role in the season of sport education in sports that they are comfortable with and feel comfortable about, but will just be a player in sports they are not good at or know little about. Intrinsic motivation is clearly linked to perceived competence which, as Mark suggests, is sport specific.

Roles and Responsibilities

Mark's experience with community soccer featured in his description of his idea of captain/coach, stating that, "I help everyone out and show them what to do." When questioned further he revealed that he had, "showed them coaching things from Central Districts and Sunday stuff what I've learnt outside of school." Central Districts is a zone team, one of four from which a state team is chosen. A specific example of his experience involved the teaching to his team of a specific set play in front of the opposition goal. Bringing in outside knowledge reflects a strong acceptance of his role.

Mark had participated in similar roles before and was comfortable with the sport of soccer. Consequently, when asked how he felt about being given so much responsibility he replied, "It's good, I like it." When questioned why he liked being given so much responsibility he added, "Oh, you feel privileged to be offered this job," and believed he could cope quite well with the tasks facing him as captain coach.

Perceived Competence/Achievement

Mark, in the preliminary interview believed that his experiences as a coach and captain within community sport will help him in the role of captain/coach. He stated that, "setting up the field, getting the boys together and telling them what to do," where all
things that he had done in the past that had given him a high perceived competence in his role in sport education.

In the second interview, Mark was specifically asked how he thought he was going in his role. "I think I'm doing O.K." In the final interview however he believed that he had done a good job. "I thought I did a pretty good job."

It was interesting to hear what Mark perceived others thought of his competence in his role of captain/coach. He stated, "Yes I suppose they think I'm doing alright." but added that, "they probably think that I'm a bit bossy." This opinion seems to suggest that Mark feels that some of the students may dislike him because of it, but believed that even so, in some cases it had improved friendships. "I know everyone in my team and we hang around together."

One other factor that could influence perceived competence is achievement. When questioned on his team performance in the second interview he replied, "Yes, we are coming second." Unfortunately for Mark's team they lost in the finals, but nevertheless losing in the finals did not alter his perception of his own competence in the role, still believing that he did a pretty good job.

Perception of Control

Mark's perception of control in the role of captain/coach centred around his perception of being able to influence his team to play better. This was facilitated by training the players. When questioned whether he thought that he did make a difference to the team's performance, he replied, "Yes, I think so." He was questioned further as to in what way he made a difference. "I've encouraged them to play soccer." It was observed using the field notes (week 6, see summary of field notes) that some of his team were not as interested in soccer as he was and this may account for why he feels that encouraging them to play was one aspect that he had influenced to the team getting in the finals.
Subject Related Affect

Mark liked sports and in particular, soccer. This became apparent when asked did he like physical education. "I don't mind it. Some sports are good and some aren't. I don't really like athletics." Questioning further it became clear that he liked the sports he was good at, but disliked some of the sports he was not good at such as athletics. "I'm O.K at athletics, but I like soccer mainly."

When asked about his relationship with his teachers, he stated that he had a few problems with a few teachers in the school. "Some I do, some don't like me," but added, "not the physical education teachers, I like the physical education teachers." Asking the classroom teacher about Mark's relationship with the staff, he said that many teachers disliked him because he was disruptive in class and he was surprised to see he had taken on a role with such responsibility.

In conclusion, Mark saw the experience of being captain/coach as a way to extend his abilities in the game of soccer, a sport in which he was very talented. His experiences outside school in soccer had influenced him to become a captain/coach. He had participated in similar leadership roles before at primary school and it was these that he considered would help him in his role. He believed that he had done a good job, because his team had come runners up in the finals. Finally he stated that he likes physical education and wished to participate in a major role again as long as it was with sports he was familiar with. Similarly he stated that he wished only to be a player in sports that he was not familiar with.

Answers to the Research Questions

In answering research question 2.1, What do students see as their responsibilities in the role they are fulfilling in a season of sport education?, Mark believed that his major responsibilities in his role as captain/coach were to help the other students in his team and
show them things that he has learnt through his experiences outside of school. His team was not very enthusiastic at times and so he saw one of his other main responsibilities as encouraging the players in his team to want to play soccer.

In answer to research question 2.2, What are the attitudes of students towards their responsibilities when participating in a role in a sport education model?, Mark clearly had a very positive attitude to the responsibilities he had to undertake as captain/coach. He believed that he had done a very good job within his role and this was accentuated by his team coming second in the finals at the end of the season. Consequently the success of his team and his perceived influence on them to perform the way they did, had given him a positive attitude to his role. Mark also felt very comfortable about what he had to do because his experiences in similar leadership roles and experiences with the coach of his community team had given him great confidence.

In answering research question 2.3, Would students wish to participate in a major role in another sport education curriculum model? Mark enjoyed participating in the role of captain/coach and stated that he would like to participate in this role again. He also stated that he would also like to try some of the other more authoritative roles as well, i.e. management board of control. He also stated that he wished only to participate in these roles when the sport that they were doing was one in which he was familiar with and knew a great deal about. Similarly, he wished only to participate in the role of player in sports that he was not comfortable with and knew little about.

**Major Research Question**

In answer the major research question, What are students attitudes towards their roles and responsibilities within a sport education curriculum model in physical education?, it was concluded that, after analysing the interview data along with supporting evidence from field notes and brief student journal entries, it appeared that this student had a positive attitude towards the role of captain/coach. This role allowed Mark to extent his
abilities in a sport he was very familiar with and who would otherwise be bored with if forced to be just a player. Mark did not mind the extra work and considered it a challenge, emphasising his interest to participate in the role. He also wished to participate in the role again in a different sport which he was familiar with, which also strengthens the perception that this student had a positive attitude towards the role.
Publicity Officer

Mike, in a four way contest, was voted by the class to take on the role of publicity officer. Mike was interviewed on three occasions: when he had been elected to the role of publicity officer, but before he had begun his role; in the middle of the season when some of the results had been publicised; and again at the end of the season.

Using the interview data, information gathered using the field notes and the student journal entries, this student completed the following tasks: publishing the team lists and the corresponding colours of each of the teams, the competition results on the gymnasium notice board, the weekly upgrading of these results, liaison with the management board of control to receive the results for publication. He also participated as a player.

Intrinsic Motivation

The role of publicity officer is perhaps not one in which students can identify with as easily as a coach or first aid officer. It was therefore interesting to find out why Mike decided to become a publicity officer. When asked what were some of the reasons why he volunteered for the role, he replied, "just for fun, something good to do and different." It seemed that Mike liked the idea of having a title, that of publicity officer and therefore found it different and attractive. This point was strengthened in the second interview when asked if the role of publicity officer was the one that he wanted to do. "I would have like to have been a first aid person so then I wouldn't have to do so much." Similarly, when asked if it required a lot of work, he replied, "oh, no, not really. You just have to draw up a few things and that, but first aid officer is a bit easier, just carry them to the nurse." It seemed that Mike wanted to have a role identity and name, but wanted to do as little as possible. These two factors, seemed to be the main reasons why he was motivated to do any of the roles at all.
Roles and Responsibilities

In his role of publicity officer, Mike saw his main responsibility as, "advertising what happens in your group." He reported that he had not seen much advertising that would help and guide him in his role at the community sporting centre, but when questioned about how he knew what to write, he replied that he had seen advertising, "up on the notice board for basketball," which was for a different season of sport education at the school.

When Mike was questioned about whether the publicity officer was the role that he wished to participate in he replied no, stating that it was the first aid officer that was his first choice. He had already stated that he wished that the workload for his role was less. It was therefore surprising that when asked how he reacted to the tasks he must perform, he replied, "I don't mind, it doesn't interfere with my sport time, I did it during my tutorial. It didn't take up much of my time." Furthermore, Mike reported that, "I sat in this room and drew it and coloured it in." Even though this was the case, the responsibility of doing many tasks associated with Mike's role where not undertaken of his own accord and were teacher initiated. This point is emphasised when asked when he decided to put results up on the board and how, "Mr Smith came to me last week and told me to think of something to do. I wrote it down on a piece of paper and sussed it out and wrote it down." He added that he, "knew about the wins and loses and that, but Mr Smith told me to put down the total goals; how many you've scored."

Perceived Competence/Achievement

Although many of the tasks that Mike did in his role, in advertising the results on the notice board, were teacher initiated, it did not seem to show in his perception of his competence in the role. When asked how he believed he was going in his role, he replied, "pretty good I suppose, I haven't had any complaints lately."
His competence was also strengthened by his perception of how other students thought he was going in his role. "Hopefully, they think that I'm doing a good job." Unfortunately Mike claimed that he had not seen much sport advertising before and had little guidance of what a publicity officer should do. This was the first time that this group had done a model of sport education and so the students did not have a model to make a comparison about Mike's performance either, resulting in Mike thinking the way he did. This point stresses the need for curriculum support material for this particular area.

It was interesting to note that in the final journal entry made by Mike, he stated that he could have done more work in association with his role. "Hopefully, if we do it again, I'll get my role and do more work, like more billboard advertisements, maybe putting the updating scores and things like that in the tutorial notices." It therefore appeared that as the season progressed, Mike's confidence within the role increased, a positive outcome given his initial reticence in assuming the role.

**Perception of Control**

It is great to see on a Sunday morning, children playing sport, all dressed in their team colours. When asked if he thought that seeing a similar sight in sport education would be great, he replied, "it would make it look a lot better." When asked how did he think the teams were going in respect to achieving this goal, he stated, "I don't think that they are taking any notice." He believed that he had done his job and publicised the team colours, but it was up to the "captains of the teams" to stress the wearing of team colours.

Mike was then asked if he considered his performance in the role to be important to the success of the sport education season of soccer. "I suppose so, they wouldn't know who is to play who or who is winning and that." This high perception of the significance of his role and his performance within that role has contributed to Mike have a high perception of control.
Subject Related Effect

Mike is a student who likes sport and physical education. Although this was the case, he disliked soccer at first, but changed his attitude towards the sport as the season progressed. "I didn't like it at first but throughout the weeks I thought it was quite good." He believed the best thing about soccer was the, "playing, it's fun."

In conclusion, Mike was motivated to do the role of publicity officer because he wished to be recognised with a title. This was emphasized when he stated that he wished to be a first aid officer because it required a bit less work, meaning he wanted to have a role, but would rather perform an easier one. His enthusiasm for the role was limited towards the start of the season, but he stated that as the season progressed he began to enjoy the role and was enthusiastic about doing more. He stated that he liked physical education and his teachers and that he would like to participate in a major role again. Most of the work that Mike did in regard to his role was teacher initiated.

Answers to the Research Questions

In answer to research question 2.1, What do students see as their responsibilities in the role they are fulfilling in a season of sport education?, Mike saw his main responsibilities in the role of publicity officer as advertising what is going on in the group. In his opinion he was responsible or the advertising of the teams, the team colours and the results for the formal set of fixtures in the competition. Mike believed that he had little to go by when trying to establish his responsibilities and therefore had only the guidance of what other students had done in previous sport education seasons for fulfilling his role. In this way he believed that he was limited in knowing what his responsibilities where.

In answer to research question 2.2, What are the attitudes of students towards their responsibilities when participating in a role in a sport education model?, this student was at first not comfortable with the role and the responsibilities that came with that role. This is clear by the fact that all of the resultant advertising that was done was teacher
directed. Mike volunteered for the role because he wished to have a name but was not bothered with which one. This too was further accentuated when he indicated that he wished to be a first aid officer because they don't do much. It was interesting that the attitude of this student towards this role and responsibilities changed during the season. In the student journal, he wrote that he would like to have 'another go at the role' because he believed that there was so much more that he could have done and would like to do.

In answer to research question 2.3, Would students wish to participate in a major role in another sport education curriculum model?, the following was concluded. Mike wrote at the end of his journal that he wished to participate in another major role in a different model of sport education. He believed that he had done a good job as publicity officer, even though the work was teacher directed, but believed now he knew what to do it would be much easier, and that there was so much more that he would like to do.

**Major Research Question**

In answer the major research question, What are students attitudes towards their roles and responsibilities within a sport education curriculum model in physical education?, it was concluded, by analysing the interview data with supporting evidence from field notes and brief student journal entries, that this student did not have a positive attitude towards the role of publicity officer. All of the work that this student did was teacher directed. It was interesting to note that as the season progressed, the attitude of this student seemed to change, and he actually considered the role interesting. He stated that the work did not interfere with his physical education time and that it did not take up much of his personal time. Finally he stated that he wished to have another go at the role again and do things differently, emphasizing that he had a more positive attitude to the role of publicity officer.
First Aid Officer

Michelle is a year nine female who was participating in an all boys class because she didn’t get along with the girls. (see summary interview with Michelle) At first it would appear that having only one girl in an all boy’s class would cause some problems, but Michelle fitted into the class very well and was accepted as if she was just ‘one of the guys’. Her good sporting ability also helped her cope.

Michelle’s role in this model of sport education was that of first aid officer, elected into the role by the class, along with three others. She was interviewed on two occasions; once prior to the commencement of her role and again after the season had finished.

Michelle, was not required to perform any first aid duties during the season of sport education, so she was not observed in her specified role. The information gathered on this student was collected using the journal entries and the interviews.

Intrinsic Motivation

Michelle chose to be a first aid officer and was voted in, along with three others, by the rest of the class. Her reasons for such an interest in the role became apparent when questioned why she wanted to become a first aid officer. "I like helping people, that was the one I wanted to do. My uncle is one who fixes up people at the cricket club and football club and that. I go and help him with cuts and that." Michelle’s uncle was responsible for first aid at local community sporting club and became a significant other, featuring in both her interviews.

Some other students had suggested that being a first aid officer would be good because you have very little to do. Michelle was asked the same question and replied, "no, you can’t help it if they don’t get hurt. If the injuries come then they come. You just have to miss out."
The main reason why Michelle was intrinsically motivated to be a first aid officer seemed to be because she liked to help people. "I like to make sure everyone is alright." Her enthusiasm for the role is clearly shown when asked if she would participate in a role in a different model of sport education. She replied, "I'd still like to do first aid." It was also interesting to note that she said that she would like to continue as first aid officer for the rest of the semester, even though they were not doing sport education.

Roles and Responsibilities

In the first interview, Michelle was asked exactly what she expected to be doing in the role of first aid officer. "If people get a sprained ankle, you go and fix them up and see if it's alright to go back on." Another example of her description of her duties is shown when asked exactly what she would do if someone had an ankle injury. "Go out there and see if they could walk on it. If they can't then I would take them off, take their shoe off and see how badly their ankle is injured and get an ice pack on there to get the swelling down." Her procedure description for treating an injury was excellent for a year nine student, showing that she had a good grasp of her role description and the necessary knowledge to carry it out effectively.

Michelle was asked if she had done anything towards furthering her knowledge in first aid, which would be a necessary part of being a first aid officer, that is knowing what to do if someone requires first aid. "I have a book at home and it's called Survival with First Aid and I've nearly read it. I've been reading it for a while now, it's a big book."

Her enthusiasm for the role of first aid officer was very high. It was not surprising that when asked how he felt about having to perform some of these roles and responsibilities, she answered, "I don't mind, I reckon it's fun. I don't mind helping people out. It's a lot of fun helping people out."
Perceived Competence/Achievement

Michelle's perceived competence in her role as first aid officer would be concerned mainly with how she felt would perform in her role. She felt quite confident that she could do a good job in first aid and believed that previous achievements through past experiences with first aid had given her a sense of confidence. "We were at a camp a couple of weeks ago and we were out in a group, about five of us. Our leader fell out of a tree and broke his arm and I just put a bandage on it and kept it straight. I just did that until we got him back and they reckon I did a good job and they gave me a certificate." Questioning where she got the experience from to perform first aid, she mentioned a camp in year seven. "At a camp in year seven in the bush, I had to strap an arm up with a bandage and string and that and they taught us how to fix them up." Similarly she told of her experiences with her uncle and from reading books. "I also learnt from books and my uncle. They both helped me."

Many of the students in her class were involved with the camp Michelle went on a few weeks ago and therefore it was not surprising that she thought that others perceived her to be quite competent in her role.

In the second interview, Michelle was questioned whether she felt disappointed that she did not get to do anything in the season of soccer. She said that she was, "a bit disappointed, as I really wanted to try it out, but if no-one wants to get hurt then they can't help it." Her disappointment was further exemplified by her journal entries. "I haven't treated anyone so far, but soon I will I hope." and, "I still haven't had to treat any injuries. Will someone hurt themselves." Even though she was disappointed about not having to perform first aid, she did say that being in the role had improved her cooperation with the other students. I've learnt to, "co-operate with the other kids, help them out and see if they are O.K."
Subject Related Effect

Michelle was questioned in both interviews on whether she liked physical education or not. On both occasions she said that she liked physical education and had always liked it. The main reason for such an opinion was that, "I like sport, I like to run around and get hot. It's fun." Similarly she said that she liked soccer and when asked for some reasons why, replied, "When I was in year four, the teacher used to play soccer. He used to take me out on the field and show me how to play soccer and I really liked it. We went out there and played it for a while, then I got into a boys team and we won the championships and I kept on doing it, it's fun."

Michelle was highly motivated to be in the role of first aid officer. Her enthusiasm stems from experiences with her uncle who is also a first aid officer. Although a little disappointed in not having to perform first aid, but she knew that it is best if injuries do not occur. Nevertheless, Michelle was well prepared for the job, even reading a book on first aid. She had also been called upon as the person to treat a student at a recent camp. She loves physical education and the sport of soccer and her experiences as a first aid officer in this season of sport education has led to her wanting to be first aid officer for the class, even though they were not involved in sport education later in the school year.

Answers to the Research Questions

In answering the research question 2.1, What do students see as their responsibilities in the role they are fulfilling in a season of sport education?, Michelle perceived her main responsibilities as helping out students when they get injured. She stated that it would involve examining the injury and making a decision whether they needed to go to the nurse or whether they should stay on the field. She also believed that she may need to perform basic first aid, including the icing of a sprained ankle. It is encouraging to know that this student can also perform basic first aid.
In answering the research question 2.2, What are the attitudes of students towards their responsibilities when participating in a role in a sport education model?, the following was concluded; Michelle has an extremely positive attitude towards the responsibilities that she must undertake as first aid officer. While she did not get to perform any first aid, her knowledge of the subject was exceptional. She was so comfortable with her responsibilities that she was called upon to perform first aid on a recent camp. Finally her positive attitude was exemplified when she stated that she was reading a big medical book on first aid and that she wished to continue to be a first aid officer when the sport education season had finished.

In answering to research question 2.3, Would students wish to participate in a major role in another sport education curriculum model?, it was decide that Michelle’s enthusiasm for the role of first aid officer was an indication of her opinion of the role of first aid officer. It was therefore not surprising that she stated that she would wish to participate in a major role again in a different model of sport education, but stipulated that she wished to do first aid officer again and not any of the others.

Major Research Question

In answering the major research question, What are students attitudes towards their roles and responsibilities within a sport education curriculum model in physical education?, it was concluded by analysing the data from the interview, field notes and student journal entries it is clear that this student had an extremely positive attitude towards the role of first aid officer and the responsibilities that are associated with that role. She had a strong interest in helping people and this role gave her an opportunity to do just that. Her attitude to the role was indeed finally stressed when she wished to be a first aid officer for the rest of the year even though it would not be in sport education.
Player

Darren's role in sport education is that of player. Darren was interviewed on two occasions; once at the end of the skilled practices and beginning of the small sided games and once again at the end of the season.

Using the interview data, information gathered using the field notes and from the student journal entries, this student practiced as part of a team under instruction from the captain/coach, was seen to fool around a couple of times and on one occasion deliberately kicking the soccer ball into the pool area, help get the equipment out, helping in the setting up of the playing field for the team, and participate as part of a team in a round robin competition. He was absent from class on two occasions.

Intrinsic Motivation

When the roles of sport education were chosen, students were asked to volunteer, and then were selected by the class. Darren volunteered to be in the role of captain/coach and management board of control. Unfortunately for Darren, he was not voted in by the class into either of these roles. Darren would have liked to have participated in a different role and this was outlined when asked if he would like to participate in a different role in another model of sport education. "Yes, it depends what the game is. If it's something like football, then I'd prefer to be a player, but in things like athletics, well I don't really mind being anything." When questioned further he stated that he, "didn't mind being in a more authoritative role in sports that I'm good at and enjoy." Similarly when asked about the sports he was not good at, he stated that he would just rather be a player. "Yes, just being a player in those ones."
Roles and Responsibilities

Darren was first of all asked if he was disappointed about not getting into the more authoritative roles. He replied, "No, not really, because either way I do the same thing. I end up playing, but I have to do a bit extra." Questioning further on what he meant by a bit extra, he said that he helped out in other areas; meaning in other roles. Darren's idea of the roles and responsibilities was therefore encompassing duties of not only a player, "Just compete well and try your hardest, try and learn, not just play. You've got to learn and pick up things and help as much as you can to your team." (see table 6), but duties of some of the roles that he was not voted into.

Darren, when questioned about how, as a player, felt about taking instructions from other members of the class, said, "Well sometimes, depending upon how they tell you, if they just yell and get really grumpy, they think they're the boss, no I don't really like it. If they do their job the way that they are expected to do it then it doesn't really bother me." This point was re-iterated when asked the same question in the second interview, "Yes, if they stick to their job and do it well, then I don't mind." This suggests that it rests with the performance of the captain/coach and others in similar role, to determine the willingness of students to participate effectively in the lesson, that is if students in the roles other than that of player do their role well, then the lesson will run smoothly. On the other hand if they do not do a good job, then the effectiveness of the lesson is lost. A good example of this was observed in week six of the field notes when the captain of Darren's team was not organised and as a result, Darren was off task and kicked the soccer balls into the school swimming pool.

Perceived Competence/Achievement

Two of the four teams in the competition were very strong and the other two were relatively weak. Darren was in one of the weaker teams who were given a two goal advantage by the management board of control each time they played one of the better
teams. When asked had this helped his team, Darren replied, "It didn't really help us, because half our team was always sick. Half our team didn't get changed, they were getting too hot." When questioned further in the second interview on the final standings of his team he replied, "I think we came second last or last, I'm not sure." Darren's attitude towards his role therefore could be influenced by the fact that his team did not do so well in the competition, a common outcome for players who compete in uneven competitions.

Darren's perceived competence as a player was made clear when asked if he thought that he had done a great job in his role. "I feel that I've done a good job as being a player as best as I can to my abilities." On further, he stated that he had been encouraged by his fellow students. "Well I know that I've given it my best effort and I've been congratulated every now and again...other students say good shot or good goal." He was then asked who had congratulated him and replied, "Within my team and from other teams as well."

It was interesting what Darren had thought he had learnt as a player in sport education. "Mainly rules of the game. I used to think I could play that, it's easy. You get out there and try the rules and I found it's not so easy after all. You have to really know the rules and stuff and know how to use them." Questioning further on the fact that you have to know the rules better, he replied, "In just physical education you just go through and just play and learn games and things. You didn't do much really- running, exercises, but in sport education you learn how to play the game." This point suggests that Darren has a dislike towards multi activity-physical education and a liking for sport education. This was also emphasized when asked if learning about how to play the game was something that he liked, he replied, "Yes, because you learn how to play the game of football and soccer and all sports."
Perception of Control

Darren indicated that some of his team failed to turn up or forgot their clothes for physical education, and he believed that these students were letting the team down. When was how he felt about those students he said, "Well, it depends what they do. Not bringing their clothes is quite silly actually, but just being sick and that, well that's understandable, they can't help it." With so many students not participating, on a regular basis he was therefore asked how this had affected the way he had tried in his role as a player. "It's made me work harder and I felt exhausted and I sat down a couple of times." He believed that his participation in the team was necessary for their success in the competition.

Darren was away sick the last couple of weeks of the season and consequently when asked whether he thought that his participation had helped the team perform how they have, he replied, "Yeah it has in some ways, but lately when we've been having games I haven't been there to help."

Subject Related Effect

Darren is a student who really likes physical education. "I love it". He gave the main reason why he loved it so much as, "you get out and not just do work and stuff. You do lots of fun things you can do in your own time." Because of this positive attitude to physical education in general, it was surprising that he didn't really like soccer. "well, not in general, not really. I prefer track and field events." This was surprising as he stated in the first interview that he had played soccer for a community team. "Yes I played in a little town I used to live in called Boyup Brook." He continued to make it known that he particularly like athletics above all else.

Darren appeared to get along fine with the teacher of the class and when asked this question, he replied, "Fine, I get along fine with all my teachers."
Darren was not intrinsically motivated to assume the role of player, but was in the role because he was not voted into any of the other roles he volunteered for. He was not disappointed being only a player as he believed that he helped out the students in those particular roles and it was similar to being in that role anyway.

He stated that he didn't mind taking instruction from one of the other students, as long as they stuck to their role. Many of the members of his team were sick or did not participate and so he believed that his participation in the team was vital for their success. He believed that in sport education he learnt how to play the game and not just learn skills, which is what he said he was used to. He liked physical education although some sports he did not like. Finally he wished to participate in a more authoritative role in sports he was good at and felt comfortable with, but also stated that he wanted to be a player in sports that he was not comfortable with.

Answer to the Research Questions

In answering research question 2.1, What do students see as their responsibilities in the role they are fulfilling in a season of sport education?, Darren perceived that his major role as a player is to try his hardest, as a part of a team, to help his captain as much as possible. He did not get into the roles that he wanted, so he considered that helping out others in the role was the next best thing. Finally his efforts during play were considered his main responsibility.

In answering research question 2.2, What are the attitudes of students towards their responsibilities when participating in a role in a sport education model?, Darren appeared to have a positive attitude towards his responsibilities. He seemed frustrated with some of the other students who did not have a positive attitude towards their role as player by letting the team down by forgetting gear. It seemed that while he felt comfortable with the limited responsibilities he had, this student wanted more. This was emphasized by the way he helped out others in their roles.
In answering research question 2.3, Would students wish to participate in a major role in another sport education curriculum model?, it was concluded that Darren liked soccer and that was why he wished to participate in a more authoritative role other than that of his current role of player. He said that he would like to participate in an authoritative role again in sports he likes, but he would participate as player in sports he didn't like.

Major Research Question

In answering the major research question, What are students attitudes towards their roles and responsibilities within a sport education curriculum model in physical education?, it was concluded that by analysing the data from the interviews, field notes and student journal entries, it was apparent that Darren had a positive attitude towards the role of player. It was also apparent that he wished to have more responsibility and this was outlined by this student volunteering for two other roles. Finally it was observed that when not successful in getting these roles, he helped out other students in the roles that he wished to participate in, although at times he was of task and apparently disinterested.
Conclusion

 Cole and Chan's Model of Attitude Formation

Interviews were the main method of data collection used in this study. The data obtained from the interviews needed to be analysed in some way. Cole and Chan's model of attitude formation was the model used to examine and interpret the data obtained in the interviews and the journal entries. It is therefore necessary to evaluate the appropriateness of Cole and Chan's model in developing an insight into a student's attitude.

It was in the opinion of the researcher that this model was extremely useful in determining the attitudes of student's to their roles and responsibilities in sport education. Even so, it was very limited in its raw form. Cole and Chan describe the attitudes of students to their personal achievement. Unfortunately in sport education, the attitudes of students in many of the roles e.g. captain/coach depend greatly on the achievements of others. i.e. the achievement of the coach may depend on how well his/her team performs in the games. Using this example, the perception of control of this student will depend on his ability to change others and their efforts as well as his own. Therefore some of the categories had to be expanded to take into account the difference in the normal school setting in which attitudes are formulated. The conceptual framework shown in figure two shows how the categories developed by Cole and Chan (1987) have been adapted to suit the research questions. Some of the categories were too closely related and were therefore combined. e.g. subject related effect, a category shown in the conceptual framework, was formed from the categories of; subject related effect, school related effect and teacher related effect, as proposed by Cole and Chan (1987).

This model was useful as a guide to the development of a similar model of attitude formation to suit the situational needs of the research. The ideas of Gibbon and Bressan
(1991) were also considered. While their study focused on attitude formation as, "a lived body experience," (p.84), they stated that due to the complexity of the subject, "rejecting their framework for attitude formation could also be an advantage." (p.94) The Cole and Chan (1987) model of attitude formation is therefore recommended to be used by any researcher wishing to perform a similar study, but designed to the specific research questions. It must be noted, that with Cole and Chan's (1987) model was chosen for this study, rejecting this framework could also be an advantage!

Interviews were the main method of data collection used in this study. Field notes and brief student journal entries were also methods of data collection used to help triangulate responses. These methods are typically used in an ethnographic study such as this. It is therefore appropriate to analyse the relevant strengths and weaknesses that these methods had for this particular study.

Using interviews as the main method of data collection and supporting the responses to the interview questions with field notes and brief student's journal entries provided an ideal basis for the collection of data from all angles. Observations were useful in probing further in the interviews, which in turn provided meaning behind the actions of the students within their roles. The information was then strengthened by the data obtained in the journal entries.

One disadvantage of using these methods is that they required a great deal of time in both the collection and analysis phase of the study. To obtain sufficiently accurate information, observations needed to be taken at every session, and for the duration. Unfortunately only one researcher was present, and it became difficult to observe and record data for all of the students at any one time. Similarly, it required a great deal of time and effort to track down students for an interview/s. It could therefore be said that the main weakness of the methods used in this study were time demands. Fortunately, the information gathered far outweighed the downfall of time. The methods were then found to be accurate and useful for this study.
Sport education is a student centred curriculum model for teaching that gives many of the decisions about the running of the lesson to the students. For many teachers, the prospect of such a curriculum model is daunting to say the least. The original class teacher, whom was present for the first few weeks of class had participated in a season of sport education previously. The relief teacher however had not and found it difficult to hang back and let the students run the lesson for themselves. In many cases, the teacher found himself stepping in to control some of the students having a few problems with organisation, which for a more experienced teacher in sport education would be resolved easily with communication via the management board of control.

One other consideration was that because many of the decisions within the lesson were given to the students, the teacher consequently found himself wondering what to do. Until the closing stages of the sport education season at Richardson, very few guidelines had been established on continually measuring and evaluating the students as they progress. This point stresses the need for guidelines to be developed that will help teachers in their evaluation of students in this unique setting.

One of the reasons why the teacher of this class found it difficult to let the student take over a great deal of responsibility in the running of the lesson, i.e. organisation of fixtures and the setting up of field areas. Some students were left floundering due to the responsibility involved, (arguing who was to set up and who was to put away the gear) which for most, if not all, is completely new to them. It is clearly too much to expect students to be able to perform effectively in their sport education roles without a period of transition from teacher directed to student directed learning. Mosston and Ashworth's (1986) Learner Initiated style of teaching, similar to sport education described how the student checks in with the teacher in the pre-impact stage of the lesson. At first, the student would check in frequently, but would become less frequent as the experience of the student and the knowledge of the subject matter are mastered. The same situation is apparent in sport education, whereby students need to be directed greatly by the teacher at
first, but given more responsibility as their knowledge and experience increases. It is recommended that the students experience a season or year of transition in which students' experiences teaching using teams, but with the teacher taking over most of the responsibility. Students will still have roles and carry them out, but students will receive detailed and supported feedback and instructions from the teacher. The amount of responsibility would then be slowly increased until the students work independently of the teacher and can make the transition to a full model of sport education more easily.

Some of the students e.g. publicity officer, volunteered to be in the role because it seemed they like the idea of having a title. They were motivated to be in the role not because they wished to participate more in the lesson, but because they could then say, or feel that they were important. Other students wished to be involved in a role, but were not voted in by the class. Many students are therefore left disappointed about the class. It is suggested that more roles be established but with increasing amounts of responsibility. An example would be that of player, ranging from a player, to a player that has scoring or umpiring duties as well. Similarly, a student in the role of vice captain would take over from the captain/coach if they are sick, or just help out when they are present in the class. This way students can enter at a level that they feel comfortable and not struggle in a role that they are not comfortable with or are not prepared to do. Similarly, for those students who wished to assume a role with more responsibility, but were not elected, they can then do so. It is important that the teacher is involved early on in the study. This would help the students into obtaining a role that is suited to them. The successful running of a sport education relies on students performing their roles well. Asking students to perform a role that they do not have the skills or knowledge to perform could result in problems later in the season.

Students in this season of sport education began to lose interest in the competition because the teams were uneven. Even though the management board of control made a decision to rectify the problem with a goal advantage, the one sided nature did cause
problems. Students in the weaker teams did not try hard and sat down on one occasion because they knew they were going to lose. On the other hand, the better student would score a couple of goals and then fool around as they knew they were going to win. The selection of the teams at Richardson was done by the students. While the management board of control considered that staying with friends was a major priority, it is suggested that the teacher helps in the formation of relatively even teams. They will then provide a basis from which to work and any conflict between team members can be resolved by way of transfer without altering the consistency of the teams.

Students also began to lose interest because they played the same team every second week. After they had played the other three teams, they knew who was going to win, resulting in teams fooling around or just not bothering to try because they knew they who was going to win or lose. This was due to the fact that there was only four teams of six or seven in the competition. More teams would obviously have been better. This could be done by reducing the amount of students in each team. Students worked extremely well in the small sided games, consisting of three aside. Students could have play a season within a season. This would involve playing a round robin tournament with three aside and then end the season with students playing six aside in their original teams. This way, the outcome of each week is different and the repetitiveness of playing the same teams over and over is diminished.

Sport education is only in its experimental stages of development. There are many aspects of the sport education experience that need to be refined, e.g. how to approach each different sport, the sizing of teams for different sports, and assessment and evaluation. More researcher is needed in these areas to help the guidance of sport education as a curriculum alternative to multi activity physical education.

Grant et al. (1992) reported on a sport education model in New Zealand using Form 5 (year 11) students. This study concluded that many students became involved again in sport, even taking on coaching or assistant managing roles. A similar situation
occurred in this study. Michelle, the first aid officer, volunteered to become first aid officer outside of the sport education season in physical education and on two camps within her year. Grant et al. concluded that as the season progressed, the students were given more and more responsibility, making it more like real sport. Students at Richardson were also given more and more responsibility as the season progressed, but there came a point whereby they were given too much responsibility and the success of the sport education session became questionable. This could possibly be because of the younger students being used at Richardson than in Grant et al.'s study. Grant et al. also reported that those students who benefited the most were those less likely to participate in regular physical education classes. This was true to some extent at Richardson. Some students that were kept interested in the competition by the success of their team became involved more and more as the season progressed as they considered that their participation was necessary for the success of the team. This was the case of Darren, the player in this study. In concluding, Grant et al. established the fact that a high regard for sport education had developed from both teachers and students. The results from Richardson agree with the findings of Grant et al. and conclude that students have a favourable attitude towards their roles in sport education and about sport education in general.

Pope (1993) studied the attitudes of students and teachers towards sport education in New Zealand. Using a questionnaire he discovered that nearly all students understood the role of captain, coach and player, but approximately two thirds had problems understanding the role of manager. This study found these results to be slightly different. Students did not have any problem with understanding the roles of captain/coach, player and management board of control, but the role of publicity officer caused some problems. Mike, the publicity officer had to be directed by the teacher. Pope also concluded that students were typically in favour of sport education. While this study did not investigate the attitudes of students towards sport education as a whole, but to their specific role, it
could only be inferred that the positive attitudes conveyed by the students towards their roles are indicative of their positive attitude towards sport education. In this respect, the results from Richardson support the findings of Pope (1993).
References


Appendix 1

The University of Waikato  
School of Education

Dear Sport Education participant,

As part of my research into this sport education model I would be grateful if you would fill out the following questionnaire. All answers will be kept confidential and class members will remain anonymous.

Your name..........................................................
Age..............
Pretend name ...................................................(Tick)

1. Are you playing competitive sport this year? Yes No

2. In previous years have you played competitive sport for a school team? Yes No

3. In previous years have you played competitive sport for a club team? Yes No

4. If you have stopped playing a sport what was your major reason for giving it up?

5. Do you enjoy watching sport live? Yes No

6. Do you watch sport on TV? Yes No

7. Do you currently have a parent’s playing sport? Yes No

8. Do you currently have a parent involved in sport as an administrator or official? Yes No

9. Do you want to take part in sport after you leave school? Yes No

10. If sport plays an important part of New Zealand life, does being a school give you a real understanding of what sport involves? Yes No.

1 Numbers have been added to assist in evaluation of results.

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5. On a scale of 1 (very little) to 5 (heaps) what level of enjoyment did you get from participation in this module? Place a circle.

[1 2 3 4 5]

On a scale of 1 - 5 how do you feel you understand the role of:

5.1 Manager

5.2 Coach

5.3 Captain

5.4 Player

6.1 Do you want to take part in sport after you leave school?

Yes No

6.2 If sport plays an important part of New Zealand life, does being at school give you a real understanding of what sport involves?

Yes No

Please respond to the following statements by ticking in the appropriate box.

7.1 There is too much sport on TV?

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7.2 Sport is only for those who are good at it

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7.3 Sport is a good character builder
7.4 Sport is like a religion in New Zealand

7.5 There is too much competition in sport today

7.6 Sport should be an important part of all secondary students lives

7.7 There is not enough emphasis on sportsmanship in sport today

7.8 The most important factor in sport is enjoyment

7.9 Sport and physical education are really the same thing

7.10 Physical education teaches sport skills but does not teach about the other aspects of sport.

7.11 Physical Education allows you to accept responsibility

7.12 Physical education allows you to learn to get on with others
7.13 Competing against others in physical activities makes them enjoyable

| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

7.14 I do not enjoy sporting activities that involve the participation of other people

| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

7.15 Have you spoken to other students about the sport ed model?

- Yes
- No

7.16 Have other students asked you about the sport ed unit?

- Yes
- No

7.17 What are some of the details that you have shared with them?

7.18 Have you spoken or discussed the model with family members?

- Yes
- No

7.19 What are some of the details that you have shared with them?

7.20 What have you enjoyed the most about this unit?

7.21 If you were offered the chance to do this unit again how would you improve it?
Has this unit changed your opinion of volleyball?
Yes No

7.22 Has completing this unit influenced the idea of doing sported as part of sixth form certificate or Bursary physical education?
Yes No

7.23 What are your views of that sport now?

7.24 What is your reaction to the role your teacher played during this unit?

7.26 Finally, what do you think is the most important part of this unit?

Thank you for your cooperation during this unit, your assistance is greatly appreciated. Good luck in School Certificate.

Clive C. Pope
Appendix 2

INTERVIEW GUIDE

1. Introduction
   1.1 introduction of interviewer and subsequent background.
   1.2 explanation of the purpose and nature of the study.
   1.3 a request to take notes and video the interview. (Sign form)
   1.4 an indication of the importance of the interviewee's responses to the success of the study.
   1.5 an indication of what the interview will entail and what the student is required to do.

2. Topics in the interview
   2.1 Did you volunteer to be in this role and for what reasons?
   2.2 What is your role in Sport Education and what do you see as your main responsibilities?
   2.3 How did you react to the responsibilities placed on you at the beginning of Sport Education and how do you react now?
   2.4 Do you like physical activity, sport and physical education?
   2.5 How do you feel you are going in your role and has it affected the team in any way?
   2.6 Any additional areas observed using the field notes
Appendix 3

ATTITUDES OF STUDENTS TOWARDS THEIR ROLES AND RESPONSIBILITIES WITHIN SPORT EDUCATION IN PHYSICAL EDUCATION.

Student's Consent Form

The purpose of this study is to find out the attitudes of students in regard to their increase in responsibilities when participating in certain roles in Sport Education. These roles include a management board of control, captain/coach, first aid officer, player and publicity/advertising officer. Students will be interviewed to determine this.

The interviews will be audio taped. Later the audio tapes will be played back and interpreted by the researcher. You will then be asked to clarify if the researcher interpreted you answers correctly. This may require more than one interview. Only a certain number of students will be interviewed and audio taped.

The interviews will not interrupt lessons, and should take no more than half an hour on each occasion. Interviews will take place in a comfortable place in the school at a time suitable to the teacher, student and researcher.

The findings of this study will be reported in journal articles and elsewhere. The identities of the students and teachers involved will not be disclosed at any time. Only the researcher will know who provided what information, and they will keep names confidential.

Very little is known about the attitudes of students towards Sport Education and in particular, their attitudes towards their roles and responsibilities. This research will help determine the viability of using Sport Education within physical education in all schools in Western Australia.

Students who decide not to participate will not be disadvantaged if they decide not to participate.

Any questions concerning this research can be directed to Antony Sadler, Bachelor of Education (Honours) student, Edith Cowan University on 310 8064.

I, ________________________________________________ have read the information above and agree to participate in this study, realizing that I may withdraw at any time.

I agree that the results of this study may be published providing that my name will not be disclosed.

___________________________________________ I __________________________
Participant/parent Date

___________________________________________ I __________________________
Investigator Date
Appendix 3
ATTITUDES OF STUDENTS TOWARDS THEIR ROLES AND RESPONSIBILITIES WITHIN SPORT EDUCATION IN PHYSICAL EDUCATION.

Teacher's Consent Form

The purpose of this study is to find out the attitudes of students in regard to their increase in responsibilities when participating in certain roles in Sport Education. These roles include a management board of control, captain/coach, player, first aid officer and publicity/advertising officer. Students will be interviewed to determine this.

The interviews will be audio taped. Later the audio tapes will be played back and interpreted by the researcher. Students will then be asked to clarify if the researcher interpreted you answers correctly. This may require more than one interview. Only a certain number of students will be interviewed and audio taped.

The interviews will not interrupt lessons, and should take no more than half an hour on each occasion. Interviews will take place in a comfortable place in the school at a time suitable to the yourself, the student and researcher.

The findings of this study will be reported in journal articles and elsewhere. The identities of the students and teachers involved will not be disclosed at any time. Only the researcher will know who provided what information, and they will keep names confidential.

Very little is known about the attitudes of students towards Sport Education and in particular, their attitudes towards their roles and responsibilities. This research will help determine the viability of using Sport Education within physical education in all schools in Western Australia.

Results of this study will be available to you so that they may help you in some way in the teaching of Sport Education.

Any questions concerning this research can be directed to Antony Sadler, Bachelor of Education Honours student, Edith Cowan University on 310 8064.

I, ____________________________________________________________ have read the information above and agree to participate along with my class, in this study, realizing that I may withdraw my consent at any time.

I agree that the results of this study may be published providing that my name will not be disclosed.

I ____________________________________________________________ Date

Investigator  I ____________________________________________________________ Date

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Appendix 4
Examples of Expected Answers

1. **Intrinsic motivation**: students' incentive to work for their own satisfaction, rather than for the teacher or to obtain good grades.
   
   Example.
   
   situation---> students form a circle and practice chest passing in basketball.
   student---> the team gets more practice and so we play better games.

2. **Roles and responsibilities**: the nature of the role that the student is playing, e.g. coach.
   
   Example.
   
   student---> I like art and making posters, and I am not very good at P.E, so I thought being a publicity officer would be great to do.

3. **Perception of control**: Student's personal views of the source of control, that is the causes of success or failure.
   
   Example.
   
   student---> if we organise the team and we all concentrate then we will do well in the competitions.

4. **Subject related affect**: refers to the attitudes, values, interests and preferences that students express about a particular subject.
   
   Example.
   
   student---> I've always like the physical side of physical education and sport.

5. **Perceived competence/achievement**: A student's perception about their abilities in various domains.
   
   Example.
   
   student---> I think I am a good coach because the team practices what I say and we do well in competitions.
Appendix 5
Student Journal

Role in Sport Education

Sport

Date commenced

Date concluded

Instructions: After each session of Sport Education, you are asked to write down anything that you did in the session that concerns your specific role, that is, what you did in the lesson, how did it go and specifically how did you feel about doing it? Also, write down anything you feel you are required to do within your role for next weeks session, how you are going to do it and how you feel about doing it. You may like to include anything else that you feel concerns your role in Sport Education. Thank you for participating in this study, your participation is greatly appreciated.
Session 1

Michelle (First aid officer)
I am looking forward to helping someone out. It will be great to bandage them up and stuff.

Session 2

Still no-one has injured themselves. I suppose it isn’t really fair to ask someone to get hurt.

Session 3

No-one has still got hurt. Would someone please hurt themselves.
Any additional notes you wish to add.
Appendix 6.
Decision Log

The decision log is designed to make it easier for the researcher to code the data using the Cole and Chan model of attitude formation (1987) and to obtain some consistency in coding.

Once the data has been collected using interview techniques, the data can then be prepared for coding. Some questions are in isolation, that is they are questions that require a single answer. An example is shown below, using the coach.

Q: What were some of the things that you were taught by your coach that you have done with your team?
A: How to stretch your arms, some drills and some set plays.

The question has an answer and there is no need to expand on this question further. It is then possible for this question to then be coded. In this case it would be coded perceived competence/achievement as it is an experience that this student has done in the past that may help him in his role in sport education.

Most questions are not as straightforward as the one above and generally need to be expanded on in order to determine a more complete picture. The researcher would then cluster these questions and answers together and then decide which category the cluster fits into. An example is shown below using the publicity officer.

Q: How do you think the teams are going with respect to the team colours.
A: I don't think that they are taking any notice.

Q: Do you think that the team colours would be a big part of it?
A: It would make it look a lot better.

Q: We could perhaps stress it a bit more - do you think that would be included in your role or in someone else's?
A: Perhaps mine or the captains of the team.

All of these questions and answers are concerned with trying to determine whether the efforts of the publicity officer, who advertised the team colours at the beginning of the season of sport education, have or can help the sport education season become better. In this case, this student believed it would improve it by making it look a lot better.

A description of each coding category as described by Cole and Chan (1987), which have been adapted for the purpose of this situation are shown below.

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Perceived competence/achievement—>Anything concerned with how students feel about their performance and their abilities in the specific role they are involved in. This may include what students feel themselves, or what they feel others think of their performance and their abilities. Also included in this category are answers that refer to achievements or experiences that students have participated in, in the past that may have influenced them in some way to become a person in that role or to behave the way they have.

The example below is concerned with how the student feels they have gone on their role so far. It is therefore coded perceived competence/achievement because it directly relates to how this student thinks they are going, performance wise.

Q  Do you feel that you have done a good job so far in your role?
A  Yes, I think so

Some clusters of questions concern a students perceived competence/achievement. The questions and answers below are concerned with the achievement side of this category. They are referring to the captain/coach. They try to establish that this student has experienced some roles that he considered were similar to the role he is playing at the moment (faction captain). They then build on this fact to ascertain that it was these experiences that he considers has helped him in his role of captain/coach. In this way they should then be coded perceived competence/achievement

Q  So you've done a few leadership roles before?
A  Yes, I was a Faction captain in primary school

Q  Do you think that your experience in the roles you have been in previous has helped you in the role that you are playing?
A  Yes, I think it will.

Q  In what way?
A  I'm use to being in charge and so most things will be like what I've done, organising and that.

Intrinsic motivation—>Anything concerned with the reasons students give to participate in their specific role or reasons for their willingness to participate in any action within that role, i.e incentive to work for their own satisfaction.

The question and answer below look specifically at why this student became a management board of control member. This answer points out that this student was intrinsically motivated to become this role as he did not feel comfortable with some of the other roles such as first aid officer and captain/coach. He was therefore intrinsically motivated to this role because it was something that he felt more comfortable in doing.

Q  Why did you chose management board of control and not coach or first aid officer?
A  I'm not too good with first aid and I haven't done much coaching before
Some clusters of questions focus around an answer concerning a student's intrinsic motivation. These questions and answers will also be coded intrinsic motivation. An example is shown below which looks at why this student wanted to become a management board of control member. At first it was recognised that he volunteered to be in the role which in itself is a sign of intrinsic motivation, but the other questions and answers determine that he became a person in this role because he considered it was something different and more challenging to his abilities. Therefore they would be coded intrinsic motivation because they outline the fact that he volunteered for the role because it was more challenging and different.

Q: Now, did you volunteer to be in the role of management board of control?
A: Yes, I did

Q: What were some of the reasons why?
A: I don't know, it was something different and I thought I'd just give it a go

Q: Was that the only reason?
A: I suppose it was something that was a bit more challenging

Perception of control—>Refers to how a student's own efforts will control their successes or failures within their role. Similarly it is not only concerned with student's perceptions of how their efforts or decisions within their role will contribute to their success, but of the successful running of the lesson, task or season of sport education.

The question below is in regards to the management board of control member. It asks the student's opinion on how he thought having even competition would change the competition. Changing the teams around is one decision that faced this student in their role as management board of control. In his opinion, making the competition more even was a way to improve the season, that is, his effort or decision within his role could affect the way the competition goes. This answer would therefore be coded as perception of control. In this case the student chose a different option than to change the teams.

Q: Do you think the more even the competition the better?
A: Yes, because it makes it harder for the other teams to win

Q: Why did you decide to not change the teams?
A: Because people didn't want to change teams, they wanted to be with their friends

Q: How do you think your choice has gone?
It's good because the other weaker team came a draw with the other team (good team), the score was 3 all. It turned out quite well.

So it's evened up the competition a bit?
I'd say it has.

Roles and responsibilities—The roles and responsibilities that student perceive to be concerned with the role they are playing, or for someone who would participate in that role in community sport, would be coded roles and responsibilities. Included in this category would be the actions of students undertaken within that role and also the way students feel about having to perform the responsibilities, focusing, before they have actually done them.

The question and answer below looks at how a student in the role of captain/coach feels about having to talk and instruct his team, although he has not done so yet.

For your role you'll have to teach other students some of the skills you have learnt before. How do you feel about being out the front of the team doing that?

Doesn't bother me. In year 7 I was a captain and that and I had to do all of the talking then so I'm use to it.

Some clusters of questions focus on an answer concerning a student's roles and responsibilities. The example shown looks at what a student in the role of management board of control sees as his main responsibilities in his role and therefore would be coded roles and responsibilities.

Do you have more responsibility in sport education than normal p.e.
Yes, I think so

What then do you see as your main responsibilities within your role?
Organising the fixtures and that, collecting the scores, fixing up any problems we might have and just helping organise everyone

Subject related affect—Includes students' perceptions of the sport that they are participating in the model of sport education and what they think of physical education as a subject. Also students' feelings about the teacher and teachers role would also be coded subject related affect. It is also concerned with making some sense why the student likes or dislikes the subject or the teacher.

The question and answer below would be coded subject related affect because it looks specifically at the students perception of soccer.

Do you like soccer?
I think soccer is great. I've been playing it on a Sunday for four years now.

Some clusters of questions focus upon an answer concerning a student's subject related affect. The example shown below would be coded subject related affect because it focuses on this student's opinion of physical education (the subject) and the tries to establish a reason why the subject likes physical education.

Q: Do you like physical education?
A: Yes, I like physical education.

Q: Why do you like physical education?
A: I like the physical activity side of it, and it's not like other subjects.

It is hoped that by using this decision log, it will be possible for anyone wishing to use Cole and Chan's model of attitude formation to use it with relative ease. The log in its present state is designed to make it easier and clear for the researcher to accurately code interview data involved with physical education and sport education.