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The Pleasure and Participation Sports Model as Reflected Through
an Advanced Physical Education Course

A Dissertation Presented for the
Doctorate of Philosophy
Degree

The University of Tennessee, Knoxville

Rebecca R. Buchanan
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Dedication

To my parents, Ted and Mary Russell. Your unwavering love, acceptance, and support is something I cherish beyond all else! The perseverance that you have shown throughout your life has inspired every aspect of my own! Thank you for all that you are and all that you have inspired me to be!!! Mom, no words can describe my appreciation for the love, care and support you provided for my children to help this dream become a reality! I am so very grateful to God for this incredible opportunity!

To my sister, Vickie. Thank you for being my best friend and a constant support system for me throughout my life! You are all that anyone could ever ask for in a sister and I love you! To my brother-in-law, Greg. Thank you for being the brother that I never had and always watching over me! I am so very grateful for your love and advice!

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Abstract

The purpose of this study was to explore how the pleasure and participation sports model as described by Coakley (2009) was reflected through an Advanced Physical Education course. This included an analysis examining whether the model was supported, expanded, or refuted based on characteristics of the model emphasizing (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context.

A single-site, exploratory, qualitative case study design provided the opportunity to investigate the phenomenon under exploration. A particular Advanced Physical Education course was purposefully selected as the bounded case for the study. Fifteen students and one teacher agreed to participate. Semi-structured, one-on-one interviews (audio taped), observations, and documents provided data sources for information collected between August 2010 and April 2011.

Data analysis procedures included a constant comparative method in which conceptually congruent categories were constructed to develop multiple iterations of analysis. Themes that developed based on the data suggested that students experienced a sense of enjoyment, empowerment, and connection resulting from their involvement in the class. From an interactionist perspective, as students found themselves interacting with one another in sports such as archery and kayaking, they were able to devise meanings that were often very different than their experiences in traditional sports.

Conclusions from the study indicated that the course did reflect the pleasure and participation model. This study suggests that if students interpret their experiences in

physical education and sports as positive, then they are more likely to participate.

Utilizing Coakley's model is significant because it provides a framework for considering sports from a broader perspective reflecting the diverse youth population. As a result, the research is beneficial in considering how current opportunities in sport and physical education can be expanded to offer all youth an opportunity to participate and experience socio-positive outcomes. This is also noteworthy since research has indicated the importance of physical activity and that in terms of health, the best physical activities consist of ones which are non-competitive and rhythmic (Chenoweth & Leutzinger, 2006; Curry, Arriagada, & Cornwell, 2002).

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Chapter 1

Introduction

Statement of the Problem

Research in sports and physical education is important because millions of youth participate in either one or both domains throughout the United States each year (Anderson, 2010; Pangrazi & Beighle, 2010). Regular participation in sports and physical education can have many positive benefits to the overall health and well-being of youth (Lumpkin, 2011; Masurier & Corbin, 2006). Yet researchers agree that rates of physical activity in both youth and adult populations are significantly declining in the United States (Conroy, Cook, Mason, Buring, & Lee, 2005; Dishman et al., 2005; Kimm et al., 2005; Liu, Bennett, Nusrat, & Probst, 2008; Paxton, Estabrooks, & Dzewaltowski, 2004). This decline is evident by research indicating that youth who eventually choose not to participate often do so because of negative experiences (Coleman, Cox, & Roker, 2008; Ginsburg, Durant, & Baltzell, 2006).

Traditionally, sport and physical education programs involve experiences in which those who are athletic excel and those who aren't athletic often take away negative experiences as a result. Some of the negative experiences include frustration and embarrassment in physical education classes and issues related to social class, race, and gender (Azzarito & Solomon, 2005). Researchers also agree that burnout and withdrawal from youth sports is often due to a lack of enjoyment and fun (Butcher, Linder, & Johns, 2002). This suggests that the social domain is inextricably linked with overall experiences. The process of socialization also may affect the experiences.

The process of socialization includes actively participating and making decisions about what types of sports and physical activity are most or least important to oneself and society. A consideration of the relationships involved and the meanings that one gleans from the range of experiences offered (or not offered) through sport and physical education are also very important. This perspective is based on interactionist and critical theories which informed the current study (Coakley, 2007, 2009). Interactionist theories assume that social order is effectuated by people while interacting with one another and that social relationships and the meanings given to social reality provide the basis for social life. Critical theories offer a lens through which relationships in social life and issues of power can be explored in efforts to explain what is known about these aspects of our social world.

As discourses surrounding physical inactivity and health continue to occur in American society, there is a need to explore and develop ways to systematically analyze the social dimensions of adolescent experiences in physical activity. One way this analysis can occur is by further defining, explaining, and expanding upon the conceptual framework of a sport model developed by Jay Coakley, a noted sport sociologist from the University of Colorado. He is most noted for his work *Sports in Society: Issues and Controversies*, a widely used text in the sociology of sport which is soon to be published in its eleventh edition including versions available for students in the UK, Australia, New Zealand, and Canada.

In order to more fully understand the wide variances in sport, Coakley (2007) developed two sport models with distinctive characteristics. The “pleasure and participation model” and the “power and performance model” can be used to illustrate how involvement in sports can result in different experiences and patterns of socialization outcomes (p. 102). The pleasure and

participation model places an emphasis on good health, enjoyment, personal expression, social relationships, and creating an inclusive environment. In contrast, the power and performance model places an emphasis on defeating others, dominating opponents in order to win, and risking person well-being through the physical traits of strength, speed, and power. It is important to note that elements of both models are evident in many common examples of sport. However, the contrasting models reflect distinctive and conflicting ideologies in society. The power and performance model emphasizing strength, speed, and power is considered the main model of sport in the United States (U.S.) and provides an advantage to primarily males who exemplify those characteristics (Rinehart, 2005). Disadvantaged are other males and females who may have fewer opportunities for sport involvement and feel less inclined to participate when given the opportunity to do so. Some of the same disadvantages in sport can also be found in physical education. According to Garrett (2004), “what counts as physical education tends to be dominated by physical skills associated with power, strength and aggression” (p. 225). Yet many reasons youth experience socio-positive outcomes and are motivated to participate can be linked to characteristics of Coakley’s (2009) pleasure and participation sports model.

Purpose of the Study

The purpose of this study was to explore the extent to which an Advanced Physical Education course reflected the pleasure and participation sports model as described by Coakley (2009). In the process of this exploration, the analysis also examined whether the model was supported, expanded, or refuted.

Research Questions

Through this exploratory, qualitative, descriptive case study, the following questions were addressed:

1. How does an Advanced Physical Education course reflect Coakley's (2009) pleasure and participation sports model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context?
 - 1.1 To what extent do the experiences of the students and the teacher reflect Coakley's (2009) pleasure and participation model?
 - 1.2 To what extent are characteristics of the model exhibited by the teacher and how are the students impacted?
 - 1.3 To what extent is the model supported, expanded, or refuted?

Definition of Terms

The following definitions are provided to clarify the terms used within this study.

1. **Cooperation.** Cooperation refers to working with others to accomplish common goals in a manner which fosters constructive relationships among students (Pangrazi & Beighle, 2010).
2. **Competition.** Competition as related to the pleasure and participation model will be defined by considering the root word meaning "to strive or seek with" and not against. This term will therefore be considered as a process of striving with one another in order to seek excellence together (Shields & Bredemeier, 2009).

3. **Democratic Leadership.** Democratic leadership is defined as “primarily concerned [with] cultivating an environment that supports participation, sharing of ideas, and the virtues of honesty, openness, flexibility, and compassion” (Starrat, 2001, p. 338).
4. **Healthy and Enjoyable Context.** Healthy and enjoyable context refers to a sport or physical education environment in which all participants associate pleasure and satisfaction through their socially constructed experiences which support concepts related to wellness. Wellness is defined as mental, physical, and social well-being encompassing the body, mind, and spirit in ways which optimize the full capabilities of each individual (Hattie, Meyers, & Sweeney, 2004; Myers & Sweeney, 2007).
5. **Inclusive Participation.** Inclusive participation refers to a physical education or sport environment in which all students feel welcome and participate regardless of their ability, race, class, gender, ethnicity, language, religion, sexual orientation, or family background (Sapon-Shevin, 2010; Grenier, 2007).
6. **Physical Education.** Physical education refers to a part of the educational program in which movement experiences contribute to the total growth and development of all children (Pangrazi, Beighle, & Pangrazi, 2009).
7. **Pleasure and Participation Sports Model.** The pleasure and participation sports model is defined as “a framework for an organizational structure emphasizing democratic leadership, inclusive participation, and the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context” (Coakley, 2009, p. 674). This model has been used in contrast to the power and performance model.

8. **Power and Performance Sports Model.** The power and performance sports model is defined by Coakley as “a framework for an organizational structure emphasizing hierarchical leadership, exclusive participation, and the use of strength, speed, and power to push human limits and dominate opponents in the quest for competitive success” (Coakley, 2009, p. 675).
9. **Sports.** Sports are defined as socially constructed and contested physical activities governed by informal or formal rules in which the meaning, purpose, and organization is not universal and vary from place to place and time to time (Coakley, 2009; Lumpkin, 2011).

Delimitations and Limitations

Delimitations include confines of this study limited to observing and interviewing students and the teacher of one Advanced Physical Education course. Additionally, it was delimited to one school in a rural area of Southwest Virginia. The teacher has taught the class since its inception in the early 1990s. Limitations of this study as a result of confining the investigation to one Advanced Physical Education course in a rural high school limit the generalizability of the findings is specific to the class identified for the study’s focus. The findings cannot be generalized to Advanced Physical Education courses within the United States or other countries.

Significance of the Study

This study is of significance to other researchers, practitioners, and policymakers in education, physical education, and sport because understanding youth experiences in order to increase their physical activity levels is an increasingly important area of need. The economic cost of physical inactivity has been estimated at \$93 billion (Chenoweth & Leutzinger, 2006).

Along with the economic cost, research suggests that physical inactivity is an important risk factor for a variety of chronic diseases (Fernandes & Zanesco, 2010). On the other hand, it has been demonstrated that physical activity in adolescence can have a health-promotion effect throughout life (Powers, Dodd, & Jackson, 2011). Therefore, it is important to consider the manner in which physical education and sports programs can provide avenues for physical activity throughout the day and/or throughout life. One important aspect to consider is how students interpret their experiences and the meanings they derive as a result. This interpretive process can greatly influence student choice as related to their involvement (or lack of) in physical education and sports and can also be influenced by the type and manner in which activities are constructed.

Of particular significance to the scholarly research and literature is the utilization of Coakley's model in a systematic manner. For example, research has indicated that non-competitive and rhythmic physical activities are most beneficial to health, which aligns more with Coakley's pleasure and participation model (Curry, Arriagada, & Cornwell, 2002). Scholars have also referred explicitly to this model as a means through which positive change can occur in sports (Anderson, 2010; Cooky, 2009). Since ideologies in physical education often mirror ideologies in the sport domain, there are opportunities for utilization in both settings. Yet the current model is narrowly defined in terms of the specific characteristics such as democratic leadership. Until now it has also been used more as a conceptual framework or as defined by Weber, an "ideal type" in which the most identifiable and important elements are presented as hypothetical concepts to exaggerate the phenomena being studied (Coakley, 2005, pp. 44-45). There are obviously many other avenues in which researchers can examine youth experiences in

sport and physical education. However, the value of utilizing and expanding this particular model is twofold. One, each of the characteristics is purported in some fashion across a range of disciplines to be beneficial to the overall development of youth. For example, the model correlates with research indicating that educational environments supporting tenets such as democratic leadership, inclusion, and cooperation promote positive outcomes for students (Shields & Bredemeier, 2009). Therefore, an expanded definition of each characteristic and a systematic exploration tied to the literature provides insight into positive youth development from a broader perspective. Two, no other model from this particular perspective currently exists which allows researchers, practitioners, and policymakers to examine what is being offered (or not) and why in ways which could positively impact student experiences and provide additional opportunities that more accurately reflect the diverse youth population.

Overall, the significance focuses on how Coakley's pleasure and participation model is beneficial in considering the current structure of youth sports and physical education opportunities and how these could be revamped or expanded. The research also contributes to the existing literature in ways that continue to develop an awareness and vocabulary relating to sport forms that have the potential to offer individuals expanded possibilities for physical and social experiences (Anderson, 2010). In addition, the research also offers insight which supports recommendations by the National Association for Sport and Physical Education (NASPE) encouraging parents, teachers, and coaches to "emphasize enjoyment and the love of movement and physical challenges" in youth sport programs so that higher percentages of young people will integrate various forms of physical activity and sport throughout their lives (2010, p. 3). All youth should be provided with an opportunity to participate in various forms of physical activity

both during and after school. The different forms should evolve to offer a more accurate reflection of the diversity among young people based on varying degrees of ability, interest, and desired outcomes (Cohen, Brody, & Sapon-Shevin, 2004). A reexamination of existing opportunities in sport and physical education based on considerations of Coakley's (2009) sport model could provide insight for revamping or expanding current opportunities.

Organization of the Study

Chapter 1 provides a statement of the problem, purpose of the study, and research questions. It also includes definitions of terms along with the scope and significance of the study. Chapter 2 reviews the pertinent literature that applies to this study including: a historical overview of youth sports and physical education, a discussion of the pleasure and participation / power and performance sport models, and the theoretical framework for this study. Chapter 3 presents the procedures for data collection and the methods used for data analysis of the study. Chapter 4 presents the findings of the study. Chapter 5 offers a synthesis and discussion related to the findings and characteristics of the pleasure and participation model. Chapter 6 addresses implications for practice and recommendations for future studies.

Chapter 2

Review of Related Literature

Chapter Introduction

This chapter begins with a succinct history of youth sports and physical education in the United States. The historical context is important in understanding how these two domains came into existence as interrelated entities reflecting particular ideologies. A discussion entailing intersections with sport, physical education, and sport sociology then follows in order to more fully situate this study within the discipline. The next section includes a detailed description and history of Coakley's sports models along with expanded definitions across a broad range of disciplines associated with characteristics of the pleasure and participation model. The chapter concludes with an overview of the theoretical framework and various theories which informed the study.

A (Very Brief) History of Youth Sports and Physical Education

One of the enduring qualities of children is their desire to play. For centuries, children created and participated in informal games and sports in diverse and imaginative ways. This process often occurred without adult instigation or supervision (Yiannakis, & Melnick, 2001). In the United States, a shift from informal, child-controlled participation to formal, adult-controlled participation occurred with the rise of organized youth sports toward the end of the nineteenth century (Rader, 2008; Spies, 2006). Prior to this time, children spent most of their time with their parents to produce many items used at home or necessary for trade. Yet as items became available in the marketplace, children often had less constructive ways of occupying their time. Many adults became concerned that a lack of productive work in the home would result in a lack

of healthy morals and good conduct. Also of concern was the growth of cities where urban children, especially boys, were exposed to various perversions and were also unable to roam freely as those living in the rural countryside. As changes in society continued to evolve, many Europeans and North Americans began to understand and acknowledge the influence of the social environment on child development. This resulted in organized movements to create structured social worlds for children with an emphasis on character building and a work ethic valorized in the larger capitalist economy. A more in-depth sociological explanation of the valorization process is included in the theoretical framework section of this chapter.

Evolution of organized youth sports. The evolution of organized sports provided a space predominantly reserved for males. Muscular Christianity was included in this movement and encouraged boys to play sports in order to maximize their physical conditioning and spiritual growth (Mechikoff & Estes, 2006; Rader, 2008; Spies, 2006). One organization which exemplified this ideology was the Young Men's Christian Association (YMCA) founded in England in 1844 and the United States in 1851 (Anderson, 2010). In the 1890s, an evolutionary theory of play supporting boys' participation in sports was developed by G. Stanley Hall. This theory suggested that play activities in youth was part of the human evolution and ancestral activities such as the hunting instinct. Therefore, proper physical, neural, and moral growth related to this evolution could be provided for boys through team sports.

Another goal of the organized youth sports movement was to teach young males "manliness" including a tough and competitive demeanor in order to offset more "feminized" values that they had learned from their mothers (Mechikff & Estes, 2006). Rather than participate in sport as athletes, females were instead encouraged to participate as spectators

which aligned with and reinforced their feminine roles in society. As early as the 1830s, a few educators and health reformers did encourage moderate exercise to offset the frailty of females (Rader, 2008). During the late 1800s there was also an increase in women physical educators in academe and upper-class women who had time and discretionary income to participate in sport. Yet even this participation was considered more restrained in terms of attire and movement with the more refined sports linked to upper-class women. During the early 1900s, there was the belief that female participation in sport could negatively impact female reproduction and that any form of exercise for women should be distinctive (and less strenuous) than that of men. Although there were exceptions, this gendered belief system continued into the twentieth century until around the 1970s and the passage of Title IX in 1972.

As indicated by the historical overview, the evolvement of organized youth sports has produced specific ideologies which do not align with characteristics of the pleasure and participation model. For example, Muscular Christianity and the promotion of a tough, competitive demeanor to offset feminine values did not create inclusive sporting environments welcoming everyone to participate. Instead, it is important to note that many of the dominant ideologies which developed in conjunction with the organized youth sport movement were also reflective of ideologies in the broader society. This includes consideration of who has historically had power to influence sport and educational opportunities in terms of race, class, gender, and ability.

Currently, organized youth sports are considered as a valuable aspect of society in industrialized nations. Recent trends in youth sports which are significant to Coakley's models include (a) the privatization of organized programs, (b) increasing emphasis on the "performance

ethic,” (c) increasing availability of private, elite sport-training facilities, (d) increasing parental involvement, and (e) increasing participation in alternative and action sports (Coakley, 2009).

What happens in organized youth sports and who plays are significantly impacted by these recent trends. Most relevant to my study is the emphasis on a “performance ethic” and increasing participation in alternative and action sports. The performance ethic encourages sports participants to define the quality of their experience solely on skill development as compared to others. This ethic has become more prevalent in organized youth sport programs where “fun” is defined in terms of advancing to the next level of competition, such as becoming a member of a travel team or early specialization in one sport. Increasing participation in alternative and action sports are a result of some young people’s resistance to highly structured and adult-controlled sports. These types of sports can encompass a wide variety of physical activities and serve as “alternatives” to organized sports. Based on Coakley’s “power and performance” and “pleasure and participation models, the “performance ethic” trend would align with the prior model while the “alternative sport” trend would align with the latter.

Development of Physical Education. Along with the changes surrounding the growth of organized youth sports during the nineteenth century, there were also significant changes in the education system which resulted in the development of new disciplines such as physical education. A major concern of Americans and Europeans was health and the mind-body connection as informed by medical and scientific knowledge. The establishment of physical education as a professional discipline was grounded in these concerns and evolved as a field of study in North American around the mid 19th century (Mechikoff & Estes, 2006; Sage, 1997). As with sports participation, patterns varied by gender and class. The movement to increase

opportunities for physical activity was inspired by a dominant ideology with the intent of creating strong, healthy, gendered bodies. Strong and healthy male bodies were linked to labor and statesmanship while strong and healthy female bodies were linked to motherhood and domestic responsibilities (Azzaarito, 2004). Part of the emphasis on sport and physical education was the fact that one-third of American men drafted for World War I were rejected for military service because they were physically unfit (Pangrazi & Beighle, 2010; Rader, 2008). As a result, many educational authorities passed laws requiring physical education as part of the mandatory school curriculum.

Up until the 1920s, the type of physical education in the United States, Britain, and Australia focused mainly on gymnastics, which resembled rhythmic fitness activities (Kirk, 2010). However during the 1930s, this focus in the United States began to shift to more of a holistic approach based on emerging child-centered philosophies by John Dewey and others. This “New Physical Education” movement emphasized social processes and social structures (Rader, 2008). The emphasis on physical activity and physical education continued into the 1950s when fitness test comparisons between European and U.S. children found European children to be more fit (Pangrazi & Beighle, 2010). In Britain, the structure of physical education courses which had long emphasized gymnastics (German influence) and exercise programs (Swedish influence) began to include an emphasis on sports and sport-related practices in conjunction with the compulsory mass secondary education movement which occurred during the 1940s and 1950s.

As with the organized youth sport movement, the discipline of physical education has historically included ideologies emphasizing the need for strong, healthy bodies necessary to

compete and dominate opponents in a variety of ways. The ideologies were again linked with broader issues in society and reflected characteristics aligned more with the power and performance model rather than the pleasure and participation model. The intersections of sport and physical education are discussed in the next section.

Sport and Physical Education Intersections. In the book, *Gender and Physical Education*, Evans and Penney (2002) explained that experiences in physical education can serve to reinforce stereotypical ideologies regarding how students should feel about their own bodies and who should participate in what physical activities. As such, there are multiple points in which sports and physical education intersect. Wellard (2009) stated

the ideal types of bodily usage expected within physical education can be regarded as generally located in traditional understandings of male and female sports. Therefore, the different bodily usages encouraged by secondary school physical education both permit and support the development of particular masculinities and feminities. (p. 69)

Not only does this include considering how meanings and experiences vary based on gender, but also how they vary among individuals within their respective gender in their propensity (or lack of) toward sport. One example of this relates to “limited participation access” (Coakley, 2009, p. 498). One issue in high school sports is that they serve only a certain percentage of the student population and fail to consider the diverse interests of high school students. For example, in Virginia, there were 100,349 boys and 72,066 girls who participated in high school athletics for a total of 172,415 participants during the 2009-2010 year (National Federation of State High School Associations, 2011). The enrollment (not available by gender) in high schools throughout Virginia was 385,382 (Virginia Department of Education, 2011). The numbers indicate that 45%

of the eligible student population in Virginia participated in interscholastic sports, which is less than half of the population. There are obviously a variety of reasons why 55% of the student population did not participate in interscholastic sports. Those reasons could include working after school, involvement in other extra-curricular activities such as band, lack of interest, and lack of financial support. However students are also limited in who can participate based on the type of sports offered and who makes the cut based on strength, speed, and power. Yet sports and physical activity can provide positive, viable alternatives to public health concerns such as smoking, obesity, and physical inactivity. Both can give adolescent young women the very benefits they perceive in smoking: independence, status with their peers, a chance to make friends, relaxation, weight management, and a more positive sense of self. As an adult, lifetime fitness can be a crucial aspect relating to overall quality of life. Yet how many females struggle with incorporating fitness into their lifestyles when their experiences as adolescences make them feel incompetent or negative? Could the pleasure and participation model offer an alternative experience? Interestingly, there were over 28,000 fewer females in Virginia who participated in high school athletics in the example above as compared to the total number of males. Some will argue that females have choices and they just chose not to participate. Are they really choices if the only options available are based on power and performance models?

Sport Sociology Connection

The emergence of sport sociology as a distinctive field around 1960 entailed a close connection with physical education. Linking the disciplines were dominant social and educational theories which were adopted by physical education as the public school system grew between 1900 and 1950 (Sage, 1997). However the relationship between sport sociology and

physical education became strained due to the nature of the sub-discipline of sport sociology. Increasingly, research by sport sociologists produced critical analyses of sport and physical education instead of advocating for their overall worth in society. For example, studies of physical education from a sociological perspective have suggested that it is a space where hegemonic masculinity and social inequalities are reproduced (Brooks & Magnusson, 2006; Kirk, 2010). The current space in physical education often mirrors that of sports where those with more ability have different experiences than those who don't (Kane & LaVoi, 2007; Paxton et al., 2004). Yet the pleasure and participation sports model provides a more diverse approach. The significance lies in socialization processes which can either enhance or deter overall health and well-being (Davidson, 2007; Pangrazi & Beighle, 2010; Powers & Dodd, 2009).

As prior indicated, Coakley's models are connected with sport sociology in many ways regarding their applicability in considering broader sociological issues in society such as race, class, and gender. An article by King (2004) points out that in terms of race and sports, research suggests that the black male body is often perceived as possessing higher levels of natural strength and speed yet lower levels of decision making and intellectual capabilities. This inaccurate ideology encourages sport experiences which align with the power and performance model in which characteristics such as democratic decision making are not supported or encouraged. In addition, there are multiple health issues affecting black populations such as high blood pressure and type 2 diabetes, which could be addressed through encouraging opportunities in sport and physical activity which are not solely focused on ones' ability in terms of physical strength and speed.

In youth sports throughout the United States, the dynamics of class relations are evident in how the adult-controlled structure and organization reflects the dominant class structure and ideology in the larger society. This includes an emphasis on the power and performance model which encourages dominance and competition. Since this is the model supported by those in power, these programs often receive more financial and community support. An article by Curry, Arriagada, & Cornwell (2002) included both sport models in an analysis of images in nonsport magazines. This article was based on research which suggests that sport encourages a hegemonic form of masculinity including aggression and violence. The purpose of the research study was to examine sport and the gender order relationship through a focus on sport-related images. Results indicated that the images of power and performance sports were emphasized to a greater extent in men whereas images of pleasure and participation sports were emphasized to a greater extent in women. The findings suggest that power relations in the form of sport media contribute to reinforcing the gender order as it has historically existed (Dworkin & Messner, 2002). Since the media has a strong impact on young adults, this is significant in considering how characteristics of the sport models are being reinforced based on gender. In a similar fashion, those at the top of the hierarchial structures in wealthy postindustrial nations often emphasize characteristics associated with the power and performance model which have historically privileged a form of social organization in which men have systemically controlled and oppressed women. A more thorough discussion of Coakley's sport models, along with their relation to relevant issues in sport sociology is included in the next section.

Pleasure and Participation / Power and Performance Sport Models

History. In order to more fully understand the wide variances in sport, Coakley developed two sport models with distinctive characteristics. He began to conceptualize the models in 1981 after comments by Mariah Burton Nelson, a former Stanford and professional basketball player who spoke to one of Dr. Coakley's classes (J. Coakley, personal communication, May 4, 2010). She is now the current Executive Director of the American Association for Physical Activity and Recreation and has authored several books such as *The Stronger Women Get the More Men Love Football* (1991) and *Are We Winning Yet? How Women are Changing Sports and Sports are Changing Women* (2005). The models have been included in Coakley's widely used text *Sports in Society: Issues and Controversies* since 2001. As mentioned in chapter one, it is important to note that elements of both models are evident in many common examples of sport. Therefore it is difficult to adequately describe the variances in a manner which does not set up a false dichotomy. The goal in comparing the two models is not to indicate that one is ultimately good and the other bad. Instead, the objective is to explore the central tenets of each model and the bigger picture in terms of our social world.

Other sport sociologists have also referred to the models in comparing and contrasting sports. Recently, Anderson (2010) included Coakley's models in discussing ways that sports can be changed in order to improve the socio-positive outcomes. One recommendation is that competitive sports in U.S. schools become disentangled from school systems. Anderson asserts that a possible roadmap is promotion of Coakley's pleasure and participation model in schools. The competitive sport structure could then shift to community organizations in order to diminish the ingrained sport culture present in many schools.

Pleasure and Participation Characteristics. Characteristics of the “pleasure and participation model” and the “power and performance model” can be used to illustrate how sports reflect different forms which often result in different experiences and patterns of socialization outcomes (Coakley, 2009, p. 104). The pleasure and participation model is defined as “a framework for an organizational structure emphasizing democratic leadership, inclusive participation, and the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context” (p. 674). An example of this sport form could be the trend toward alternative sports. The term “alternative” refers to sports which encompass a wide variety of physical activities and serve as “alternatives” to organized sports. The power and performance model is defined as “a framework for an organizational structure emphasizing hierarchical leadership, exclusive participation, and the use of strength, speed, and power to push human limits and dominate opponents in the quest for competitive success” (p. 675). An example representing this sport form could be the trend toward a performance ethic which encourages sport participants to define the quality of their experiences solely on skill development through a hierarchical paradigm in which one compares themselves to others.

Although the models have been included in multiple editions of Coakley’s text, definitions of the characteristics are minimal. However, great potential exists when considering each characteristic from a more in-depth perspective. Across various disciplines, there is research to suggest that the individual characteristics of the pleasure and participation model can be linked to positive outcomes. The scholars and their writings included in the next section represent orientations not only within, but also outside the discipline of sport sociology which relate to Coakley’s model and serve to reinforce this work. Therefore, the next sections include a

literature review from a broad interdisciplinary perspective of key terms and phrases related to Coakley's (2009) pleasure and participation model which will then inform the data collection process. The parameters of the literature review are limited to those scholarly works that will inform the study. The specific terms and phrases which are expanded upon in the following section include (a) democratic leadership, (b) inclusive participation, (c) the use of cooperation and competition with others, and (d) healthy / enjoyable context.

Democratic Leadership. Coakley (2009) defines the role of democratic leadership in the pleasure and participation model as “democratic decision-making structures in which relationships are characterized by cooperation and sharing power” (p. 105). The term is associated with a vast array of meanings and definitions that are historically, culturally, and politically contextual (Woods, 2005; Gastil, 1994; Hess & Johnson, 2010). Various scholars such as John Dewey, Nel Noddings, Maxine Greene, Henry Giroux, bell hooks, and Barbara Thayer-Bacon have argued for democracy in educational settings (Morrison, 2009; Noddings, 1995; Thayer-Bacon, 2008). In relation to this concept, there continues to be a growing acknowledgement by many educators that students should have choices and greater control over the process of learning and be actively engaged in this pursuit (Azzarito, Solomon, & Harrison, 2006; Gibbons, 2009; Simmons & Page, 2010; Simovska, 2007; Starrat, 2001; Whitehead, 2009). Yet some argue that tenets of democracy and democratic leadership are not supported or included in the No Child Left Behind educational plan (Johnson & Hess, 2010; Klinker, 2006; Torres, 2010; Wood, 2005). Neoliberal ideologies surrounding individualism, competition, and success have also created a challenging atmosphere in which to promote democracy.

Interestingly, these ideologies are more in line with the characteristics of the power and performance model.

The presence of democratic leadership in physical education and sport should be considered both in relation to the teacher/coach and students/athletes (Lieberman, Arndt, & Daggett, 2007; Wallin, 2003). In relation to the teacher, dispositions such as, but not limited to, humility and mutuality have been proposed as a model of democratic teaching (Brookfield & Preskill, 2005; Johnson & Hess, 2010, McClain, Ylimaki, & Ford, 2010). Others have defined democratic leadership as the performance of three functions including (a) distributing responsibility among members, (b) empowering group members, and (c) aiding the group's decision-making process (Gastil, 1994).

In relation to the students/athletes, Whitehead (2009) asserts that there is great value in developing adolescent leadership. According to Graziano (2008), students promote democracy when “they respect one another, resolve conflicts, and achieve community goals” (p. 154). For the purposes of this study, democratic leadership will be broadly defined as “primarily concerned [with] cultivating an environment that supports participation, sharing of ideas, and the virtues of honesty, openness, flexibility, and compassion” (Starrat, 2001, p. 338).

Inclusive Participation. For many years, the concept of inclusion related to the degree in which special education services were being provided in educational settings (Block & Obrusnikova, 2007; Grenier, 2010). More recently, Sapon-Shevin (2010) referred to the traditional concept in which all students in an educational setting are welcome, regardless of their disability. She further asserted that inclusion should provide a space in which differences are acknowledged and accommodated in a shared community. Rather than defining the

differences in traditional notions of disabilities, Sapon-Shevin noted that student differences should also be addressed as related to race, class, gender, ethnicity, language, religion, sexual orientation, and family background.

In physical education and sport, differences should additionally include a broader consideration of physical ability based on what types of activities are being offered and who is “able” to participate (Penney & Hay, 2008; Waring & Mason, 2010). This requires consideration of inclusive practices designed to embrace different learners and convince them that they are part of a community of learners (Tripp, Rizzo, & Webbert, 2007). These practices include, but are not limited to, a student-centered focus, active teaching and supervising, cooperative learning, and adapting teaching to students’ learning styles (Henley, 2004). Research by Coates and Vickerman (2008) considered inclusion from the perspective of children with special needs. The results indicate that positive experiences were more likely to occur when they felt accepted and were able to participate in the activities. In contrast, negative experiences were associated with restricted participation or feelings of inadequacy when their competence was questioned. Other research on inclusion has explored the degree to which teacher attitudes and beliefs impact the learning environment (Combs, Elliott, & Whipple, 2010; Elliott, 2008; Hersman & Hodge, 2010).

One way inclusion can be considered is from the perspective of equality. In sports, Cooky (2009) applied Coakley’s use of the two models to illustrate how embodied structures can both constrain and enable certain forms of agency through everyday participant interactions. Specifically, just because structures of opportunity have increased for girls and therefore impacted gender equality, this does not necessarily mean that the way they are being included in

these structures is equal. Cooky found that girls were interested in playing sport, but for reasons that aligned more with the participation-model. Often the only options to play sport are controlled by coaches, school administrators, and boosters who focus on characteristics of the performance-model. The differences highlight how application of the sport models can be useful in determining interest in sport and discrepancies which may exist as a result. The study examined girls in a Los Angeles recreation sport program in regards to their interest in sports. The research explored how certain forms of agency are constrained while others are enabled as a result of everyday interactions in which structures become embodied. The study's discussion referred to Coakley's "performance-model" and "participation-model" of sport (pp. 276-277). According to Cooky, the performance-model includes an emphasis on competition, aggression, winning, and athletic superiority whereas the participation-model includes an emphasis on enjoyment, connections with others, play, and competition with someone as opposed to against someone. Interestingly, coaches and staff who encouraged participation based on the performance-model interpreted any shortcomings by the girls as due to a lack of interest. However, the girls indicated that their reasons and motivation for participating were in line with Coakley's participation-model.

For the purposes of this study, inclusion will be considered as it relates to inclusive participation. Inclusive participation refers to a physical education or sport environment in which all students feel welcome and participate regardless of their ability, race, class, gender, ethnicity, language, religion, sexual orientation, or family background (Sapon-Shevin, 2010; Grenier, 2007).

Cooperation and Competition With Others. In education, cooperation can be considered as a learning style focusing on the importance of working with others to accomplish common goals in a manner which fosters constructive relationships among students (Grenier, Dyson, & Yeaton, 2005; Pangrazi, 2010). Others have defined cooperative learning as an instructional method designed to teach students to work together in small, structured, heterogeneous teams to achieve a common goal (Dyson & Grineski, 2001; Dyson & Rubin, 2003). Cooperative learning, a subset of collaborative learning, involves engaging group members in ways which promote outcomes that are beneficial not only to themselves, but to the entire group. In sports and physical education, the “group” is often defined by and limited to team members striving toward a common goal of defeating another “group” deemed as the opponent. An atmosphere of cooperation in which everyone achieves a common goal is much different than an atmosphere in which the success of some is dependent upon the failure of others, often referred to as competition (Rosen, 2007). In many contexts, the two terms seem polar opposites. However, Williams and Sheridan (2010) argued that these two phenomena should not be viewed as mutually incompatible. They, along with others, argue that “constructive competition” is very similar to cooperative learning and should be considered as a viable way to enhance the abilities and ambitions of all students (p. 338). In a similar fashion, Elkind (2007) pointed out that cooperation and competition are two important social skills which can develop through play. He noted that they are not fixed traits but are rather socially conditioned. His perspective is that both competition and cooperation can be healthy for youth except when competition becomes the overriding focus. An interesting perspective related to considerations surrounding the congruency of the two terms is when one considers the origins of the term “competition.” The

word comes from the Latin *-petere* which means “to strive” or “to seek” (Shields & Bredemeier, 2009). When combined with the prefix, *com-*, which means “with,” the root meaning of competition is “to strive or seek with” and not *against*. Therefore, Shields and Bredemeier argue that true competition is a process in which individuals strive together to seek excellence as contrasted by an emphasis on striving against.

For the purposes of this study, the characteristic of “cooperation and competition with others” will be considered by the extent to which group members interact positively with one another while working toward common goals in order to seek excellence together.

Healthy and Enjoyable Context. Research suggests that rates of physical activity in youth increase when they feel competent and enjoy physical activity (Paxton et al., 2004; Whitehead & Biddle, 2008). Yet the socialization process may not always be positive and provide the majority of youth an opportunity to achieve a high sense of well-being in physical activity when the dominant model in sports and physical education is one in which the definition of success is based solely on winning. There appears to be a “dominance of the dominant model” in most instances of sport opportunities for adolescents and part of this dominant model includes a general emphasis on “product” rather than “process.” In one study about withdrawal from competitive youth sports, Butcher et al. (2002) found that the most important reason for withdrawal was a lack of enjoyment. Brady (2004) also explored the reasons for withdrawal or dropout rates among youth involved in organized sports. The research summarizes results from several studies indicating the following:

Participants unanimously identified intrinsic motives as the primary determinants of their involvement. They most frequently cited motives such as having fun, learning skills,

testing one's abilities, and experiencing excitement and personal accomplishments.

Extrinsic factors such as getting awards, winning, and pleasing others were ranked lowest. (p. 36)

Are there other ways of envisioning a space for physical activity, whether in sports or physical education, where more realistic models of physical competence can reach a wider population? For example, Whitehead (2010) argued for a broader conception of physical activity defined as “physical literacy” (p. 4). “Physical literacy” refers to “the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse” (p. 5). This approach focuses more on the intrinsic value of physical activity, along with rejecting a dualistic approach in favor of a more holistic orientation involving human cognition and emotion. Yet in the space of sport and physical education, discrimination can occur against “those who do not fit the athletic mold” and therefore reinforces dominant ideologies linked to aspects associated with the power and performance model (Anderson, 2010, p. 152).

The significance lies in research which suggests that rates of participation in physical education decline as students progress through school (Hortz, Stevens, Holden, & Petosa, 2009; Lee, Burgeson, Fulton, & Spain, 2007; Sabo, Miller, Melnick, & Haywood, 2004). Part of this is due to standards-based education reforms such as the No Child Left Behind Act of 2001 which have placed a higher emphasis on measureable academic achievements. As a result, many educational institutions have reduced physical education requirements, thus also reducing opportunities for students to engage in physical activity during the day (Azzarito, 2004). Yet in instances where physical education classes are offered as electives at the high school level, many

students choose not to enroll (Johnston, Delva, & O'Malley, 2007; Sabo et al., 2004). Johnston et al. found that 91% of 8th graders participated in physical education as compared to only 34% of 12th graders. As mentioned earlier, reasons for this include negative experiences such as frustration and embarrassment in physical education classes and issues related to social class, race, and gender (Azzarito & Solomon, 2005). Specifically in female populations, research by Pate, Ward, O'Neill, and Dowda (2007) and Koca and Demirhan (2004) found that females are less likely to enroll in physical education when it is not required and also have less positive attitudes toward physical education. Yet as indicated by the findings, when females do enroll in physical education the result is that their physical activity levels increase. Based on the research, there appears to be potential for change in ways that could enhance the experiences of students wishing to be physically active in a safe and encouraging environment.

The spirit of those who are involved in pleasure and participation sports usually revolves around personal expression and empowerment in activities that fuse the body with a healthy experience rather than viewing the body as a machine that should be pushed to the point of injury and repair (Coakley, 2009). Research has indicated that in terms of health, the best physical activities consist of ones which are non-competitive and rhythmic (Coakley, 2009; Curry et al., 2002). A study by Smith, Green, and Thurston (2009) collected data from 24 focus groups involving male and female adolescents (15-16 years) in England and Wales. Interestingly, results indicated that non-competitive activities were often preferred over competitive sports. Based on this information, Coakley's model could be useful in examining what types of sports should be publically funded. For example, almost all forms of sport contain rhythmic movements. However, if research indicates that *non-competitive*, rhythmic movement is the most beneficial in

terms of health, then should public funding for school sponsored sports which contain rhythmic, but highly aggressive and competitive physical contact be examined more closely? The question is not to infer that sports such as football should not be supported or funded. Instead, it is to suggest that inequalities exist which place significant importance and funding on some sports while neglecting the potential for others which in actuality might have greater health benefits.

In terms of gender, a study by Butcher, Linder, and Johns (2002) found that females felt more strongly than males that they were not good enough to participate in sports. Yet one of the characteristics of the participation-model is an emphasis on enjoyment and inclusion. A systematic investigation of the Lifestyle Education for Activity Program (LEAP) as a school-based physical activity intervention also found that increased enjoyment resulted in increased physical activity among adolescent girls (Dishman et al., 2005). Participants (n=2,087) in the study were drawn from a randomized control of 24 high schools in South Carolina which were split evenly into control (n=1,038) or experimental (n=1,049) groups. Baseline measures were completed during 8th grade and then followed up in the 9th grade. The intervention program LEAP was used to provide changes in the school environment that would hopefully increase levels of physical activity. Schools in the control group did not receive the intervention. LEAP included a physical education component which focused on enjoyment and self-efficacy in physical education and physical activity.

Research findings from the Tucker Center for Research on Girls and Women in Sport stated that the most prevalent reason girls give for participating in sport is having fun (Kane & LaVoi, 2007). Furthermore, a sociological dimension included in this study highlighted the value of understanding and addressing the hidden curriculum in sport and physical education which

often privileges boys in terms of competition, aggression, outperforming others, and ability. A “hidden curriculum” refers to the “unrecognized and sometimes unintended knowledge, values, and beliefs that are part of the learning process in schools and classrooms” (Horn, 2003, p. 298). As related to inclusion based on ability, I would add that the universal term “boys” fails to consider the wide ranges of athletic ability in males. This assumption continues to reproduce dominant ideologies that all boys are good at sports as well as the notion that all boys want to play sports and prefer a competitive environment. The report recommended that the typical team sport model traditionally used in physical education should be supplemented or replaced with a model that also emphasizes non-traditional movement forms and lifetime sports, along with instruction provided by caring teachers. Although Coakley’s models are not specifically mentioned, the recommendations mirror that of the elements emphasized in the pleasure and participation model. Another benefit to utilizing Coakley’s pleasure and participation model could be to consider how to restructure current physical education models where students who are less able to perform well in competitive games and fitness tests become very negative and disengaged as a result.

Issues with youth fitness testing. Recent research by Martin, Ede, Morrow, and Jackson (2010) offers insight into some inherent problems with statewide youth fitness testing procedures in Texas requiring students to “perform” in front of others. Observational data collected by the researchers produced results such as one student who swore at the testing team, students hiding in the bathroom to avoid testing, and one teacher who disciplined students for misbehaving during the push-up fitness test by requiring additional push-ups. Zhu, Welk, Meredith, and Boiarskaia (2010) also found similar results with the same population in which negative

experiences during testing included “skipping school, embarrassment, crying, and teasing” (p. S47). This data is not indicative of youth who are enjoying their experience in physical education. Do these types of behaviors occur in other areas of schooling such as math, science, and history? How does the traditional model of physical education affect enjoyment? How are other relevant issues such as levels of self-esteem affected when research has indicated that these levels generally decline during adolescence, especially among girls and boys who are overweight or obese (Greenleaf, Petrie, & Martin, 2010)?

Results of another study by Deforche, Bourdaudhuij, and Tanghe (2006) demonstrated that overweight and obese adolescents show lower sport participation and have a less positive attitude toward physical activity. One recommendation regarding interventions in youth with weight problems involved efforts to increase participation in sports by making activities more attractive, fun, and enjoyable. Shields and Bredemeier (2009) argue that competence, connection, and control are important to creating an atmosphere in which participants can truly enjoy the experience and develop an intrinsic motivation for prolonged engagement in the sport or activity. Competence refers to the development of “skills which match the challenge present in a situation” (p. 69). This is very similar to the concept of “flow” developed by Csikszentmihalyi (1990) in which there is a balance of skill and challenge to the point that an individual becomes completely absorbed in an activity where nothing else matters. In returning to the concept of health, it is important to denote how the term will be used within the context of this study. Health can be defined as “an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable” (Gold, 2002). As related to health, Anspaugh & Ezell (2010) state that health “is also referred to as wellness” (p. 2). Therefore, for

the purposes of this study, health will be considered from conceptualizations associated with wellness.

Wellness. The concept of wellness has a multidisciplinary history. As early as the fifth-century, the Greek philosopher Aristotle wrote about wellness based on the philosophy of avoiding the extremes of excess and deficiency (trans. 1926). He referred to a type of well-being called *eudemonia* which encompassed one's ability to flourish or live well. In 1947, the World Health Organization (WHO) defined wellness as "physical, mental, and social well-being, not merely the absence of disease" (Hattie et al., 2004, p. 354). Around 1964, the WHO revised this definition to describe wellness as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (as cited in Hattie et al., 2004, p. 354). Around the same time, Dunn (1961) defined wellness as "an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable" (p. 4). This statement could be considered problematic in deciding the capability of the individual since what one is capable of achieving is often dependent upon not just their individual agency but also structures in society. In 1984, Hettler, who some consider the father of the modern wellness movement, defined wellness as "an active process through which people become aware of, and make choices toward, a more successful existence" (Dunn, p. 14). His model included physical, emotional, occupational, social, intellectual, and spiritual components. Others have defined wellness with similar components such as physical, mental, social, intellectual, spiritual, and environmental components (Powers & Dodd, 2009). The Invisible Self Model is yet another way of considering the different facets of wellness. This model is based on the notion that we are "more than the sum of our parts and cannot be divided" (Myers & Sweeney, 2007). It

includes five Second Order factors of the Creative Self, Coping Self, Social Self, Essential Self, and Physical Self (Jarnagin, 2009). In 2000, Myers and Sweeney described wellness as

a way of life oriented toward optimal health and well-being, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community. Ideally, it is the optimum state of health and well-being that each individual is capable of achieving. (as cited in Myers & Sweeney, 2007, p. 1)

For the purpose of my research, the concept of wellness is defined as mental, physical, and social well-being encompassing the body, mind, and spirit in ways which optimize the full capabilities of each individual (Hattie et al., 2004).

In considering wellness, it appears that much of the literature seems to focus on the benefits due to agency and individuals making choices about what will ultimately provide them with a high level of wellness. However from a sociological perspective, social phenomena and how wellness is affected through social structures and social interactions also need to be examined. There are ecological models, such as the Wheel of Wellness developed by Myers and Sweeney (2007), which considers the impact of structures such as the media and government. For many people, a high level of wellness may not be possible due to imbalances in agency vs. structure.

The concept of wellness entails a consideration of the body and mind as mutually related and interdependent (Myers & Sweeney, 2007). However, as Thayer-Bacon (2003) points out, this has not characteristically been the case with traditional epistemology. Both Descartes and Plato have been blamed for separating the mind from the body in Euro-Western philosophy. Yet wellness offers a paradigm which focuses on the importance of considering a more holistic and

integrated approach of the mind and body which offers an opportunity to expand Coakley's participation sports model.

Theoretical Framework

Developing a viable theoretical framework is important in all qualitative studies. The terms "theoretical" and "conceptual" are often used interchangeably and refer to "the orientation or stance that you bring to your study" (Merriam, 2009, p. 66). The theoretical framework is based on a researcher's disciplinary orientation and provides the lens through which one views the world. The theoretical framework used to analyze data collected during my research is informed by the discipline of sport sociology, which provides an opportunity to explore sports as social phenomena in an ever-changing social world. This orientation posits sports as social constructions where individuals are in relationship with one another due to their situated experiences and interactions with one another and their social world (Grenier, 2007). From a sociological perspective, the process of socialization includes actively participating and making decisions about what types of sports and physical activities are most or least important to oneself and society, the relationships involved, and the meanings that one gleans from the range of experiences offered (or not offered).

There are multiple theoretical paradigms used by sociologists to study social worlds. For the purposes of this study, the data will be analyzed and interpreted by utilizing a combination of interactionist and critical theories (Burbank & Martins, 2009). Combining these two theoretical perspectives will result in a constructionist approach to consider how students construct their experiences and various meanings as they engage with one another in the class (Creswell, 2009). Play theories will also inform the study by providing an additional theoretical perspective

contributing to how the data are analyzed in relation to Coakley's pleasure and participation model.

Interactionist Theories. One theoretical approach to exploring the social phenomena of sports is through interpretive sociology, which focuses on how human meaning and action is interpreted and understood (Donnelly, 2007). One sub-category of interpretive sociology is interactionist theories. Interactionist theories assume that social order is effectuated by people while interacting with one other and that social relationships and the meanings given to social reality provide the basis for social life (Denzin, 1992). In terms of sports, those applying an interactionist perspective contend that participation in sport is influenced by the decisions that people make in connection with their relationships and identities. In terms of this study, I utilized the work of various scholars such as Glassner (1990), Goffman (1959), and Mead (1962, 1999) to more fully explore the findings as related to interactionist theories.

Critical Theories. Along with interactionist theories, critical theories also informed the this study by focusing on the “diversity, complexity, contradictions, and changes that characterize social life as it is lived and experienced by people who interact with each other and struggle over how to organize their lives together” (Coakley, 2007, p. 648). I utilized a critical approach to explore the extent to which the pleasure and participation model impacted student experiences in the Advanced Physical Education course. From a critical perspective, social order is negotiated through power and ways in which it is reproduced and/ or resisted. Critical research can promote change as a result of the understandings and can also examine society from a macro approach rather than just a micro approach (Merriam, 2009).

Play Theories. One purpose of this study was to determine if the pleasure and participation model could be expanded. Part of the expansion included situating the model within various theories of play. For many years, scholars from a variety of disciplines have developed and explored theories relating to play (Caillois, 1961; Fine, 1987; Huizinga, 1970; Mead, 1962, 1999; Sutton-Smith, 1997). More recently, a lack of play has been discussed in relation to impeding the healthy development of children (Bishop, 2009; Brown, 2009; Chudacoff, 2007; Frost, 2010; Ginsburg, 2007). The scope is much broader than what can be encompassed for the purposes of this study. However, one contribution to the scholarly literature involved reflecting on characteristics of the pleasure and participation model specific to various play theories. For example, in relation to democratic leadership, Anderson (2010) asserts that play is socially democratic when rules created by participants take into account the needs of others. Elkind (2007) additionally makes connections between two characteristics of Coakley's model, cooperation and competition, specifically related to play. Understanding how a culture plays also provides insight into how socialization patterns in physical education and sports operates within the larger societal context (Mechikoff & Estes, 2006). An additional layer of retrospective inquiry¹ includes consideration of how theories of play are linked to human expression from a sociological perspective.

Sociological Perspectives. From a Marxist perspective, play as related to “valorization” refers to ways in which play (use-values) is transformed into games (exchange-values) which is transformed into sports (surplus-values) (Ingham, 2004). Play in children initially occurs as part

¹ Retrospective inquiry refers to reviewing the past in order to understand and systematically investigate current social phenomena.

of a self-centered process of developing healthy ways to experience pleasure. This development results in the use-value of pleasure which the child consumes at the exact same time the act is being produced. As one becomes involved in games, play begins to evolve into a more democratic and social process where the exchange-value is often linked to the social interaction and pleasure that occurs as a result. When games are transformed into sports, the use-value of pleasure and the social exchange-value can still exist for the participants. However, the surplus-value can become evident when, for example, athletes are used to produce pleasure and profit for others. The key to this transformation is capitalism as an economic system in which surplus-value is required to produce a profit. Those who benefit from the profits are often those in power.

Weber's use of the term "rationalization" is closely linked to valorization in that as we move from play through games to sport, whether in physical education or otherwise, an "iron cage" often exists in which participants strive to increase technical proficiency (Ingham, 2004, p. 22). The iron cage produces a passive approach, which in turn detracts from substantive rationality (personal freedom) and promotes functional rationality. This is similar to the Marxian phrase "false consciousness" which refers to a socialization process in which norms and values of the status quo are accepted as positive, even when they conditions are not in the best interest of all involved (Eitzen, 1998, p. 195). As stated by Ingham (2004), "as we move from play through games to sport, there is often the experience of physical practices become commodified...we are evaluated on our capacities and potentials to do rather than to be" (pp. 18-19). This commodification has transcended into the world of physical education and organized youth sports in a variety of ways. Fitness testing mandates in physical education are an example of how there is now a much more technical emphasis placed on the body. Recent trends in

organized youth sports which encourage sport specialization and participation on travel teams is also representative of how individuals are viewed as machines capable of producing records and results.

In the form of sports and games, play can also be viewed as serving specific functions and expressing cultural values such as teamwork and discipline (Mechikoff & Estes, 2006). According to Hendricks (2006), play as a form of human social expression is a social and cultural phenomenon influenced by wider structures and processes of society. As a sociologist, Hendricks adds depth to play theories by examining the ways in which social structure is often a framework for human endeavor. Hendricks further describes play as

an occasion when [humans] transcend the immediate needs of life and impart instead a symbolic or relational significance to their actions. There is always something ‘at play,’ some shared object or pattern of connection that frames the behavior of the participants.
(p. 11)

In considering the role of sport and physical education, one could argue that both offer an opportunity for the immediate needs of life to be transcended in order to play. Hendricks (2006) work on play as human expression is useful when examining the extent to which the experiences of the students and the teacher reflect Coakley’s (2009) pleasure and participation model along with the extent to which characteristics of the model were exhibited by the teacher.

Conclusion. The theoretical framework which informed the study included interpreting the data from a sport sociological perspective by utilizing interactionist and critical theories. This framework provided a lens through which student experiences were interpreted. Play

theories were also utilized to provide an additional theoretical perspective contributing to how the data were analyzed in relation to Coakley's pleasure and participation model.

Chapter Summary

Youth sports, physical education, and sport sociology are interrelated in many ways. This chapter has outlined a brief history of each domain along with a history of Coakley's models. Specific characteristics of the pleasure and participation model were defined in greater detail in order to more fully expand the scope of the study. The theoretical framework included an overview of interactionist, critical, and play theories which informed the study in order to examine how students constructed their experiences as they engaged with one another and the teacher.

Chapter 3

Methodology

Chapter Introduction

The purpose of this qualitative study was to explore the extent to which an Advanced Physical Education course reflected the pleasure and participation sports model as described by Coakley (2009). In the process of this exploration, the analysis examined whether the model was supported, expanded, or refuted. The pleasure and participation sports model is defined as “a framework for an organizational structure emphasizing democratic leadership, inclusive participation, and the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context” (p. 674). This model is often used in contrast to the power and performance model defined by Coakley as “a framework for an organizational structure emphasizing hierarchical leadership, exclusive participation, and the use of strength, speed, and power to push human limits and dominate opponents in the quest for competitive success” (p. 675). The study sought, through an exploratory, descriptive case study, to answer the following questions:

1. How does an Advanced Physical Education course reflect Coakley’s (2009) pleasure and participation sports model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context?
 - 1.1 To what extent do the experiences of the students and the teacher reflect Coakley’s (2009) pleasure and participation model?

1.2 To what extent are characteristics of the model exhibited by the teacher and how are the students impacted?

1.3 To what extent is the model supported, expanded, or refuted?

This chapter provides a description of the methods and procedures used to conduct the study.

Assumptions and Rationale for a Qualitative Approach

This study represented an exploratory, descriptive case study investigating the extent to which a high school physical education reflected the pleasure and participation sports model. Qualitative research includes determining how meaning is constructed and gathers data that are “rich in description of people, places, and conversations and not easily handled by statistical procedures” (Bogdan & Bilken, 2007, p. 2). A case study “is characterized by researchers spending extended time on site, personally in contact with activities and operations of the case, reflecting, and revising descriptions and meanings of what is going on” (Stake, 2005, p. 450). The study involved qualitative rather than quantitative research because I wanted to understand experiences in the Advanced Physical Education course from an “emic” perspective or perspective of the participants in their natural environment (Merriam, 2009, p. 14). This aligns with Bogdan and Bilken’s (2007) explanation of the importance of “context” (p. 4) to qualitative researchers. Context refers to the ability of the researcher to understand the action by observing it in the setting in which it occurs and can include historical, cultural, physical, social, economic, political, and ethical dimensions.

Type of Research Design

Case study. I utilized a qualitative, case study design described by Yin (2009) as a “distinctive form of empirical inquiry” (p. 14). Figure 3.1 shows the research design utilized

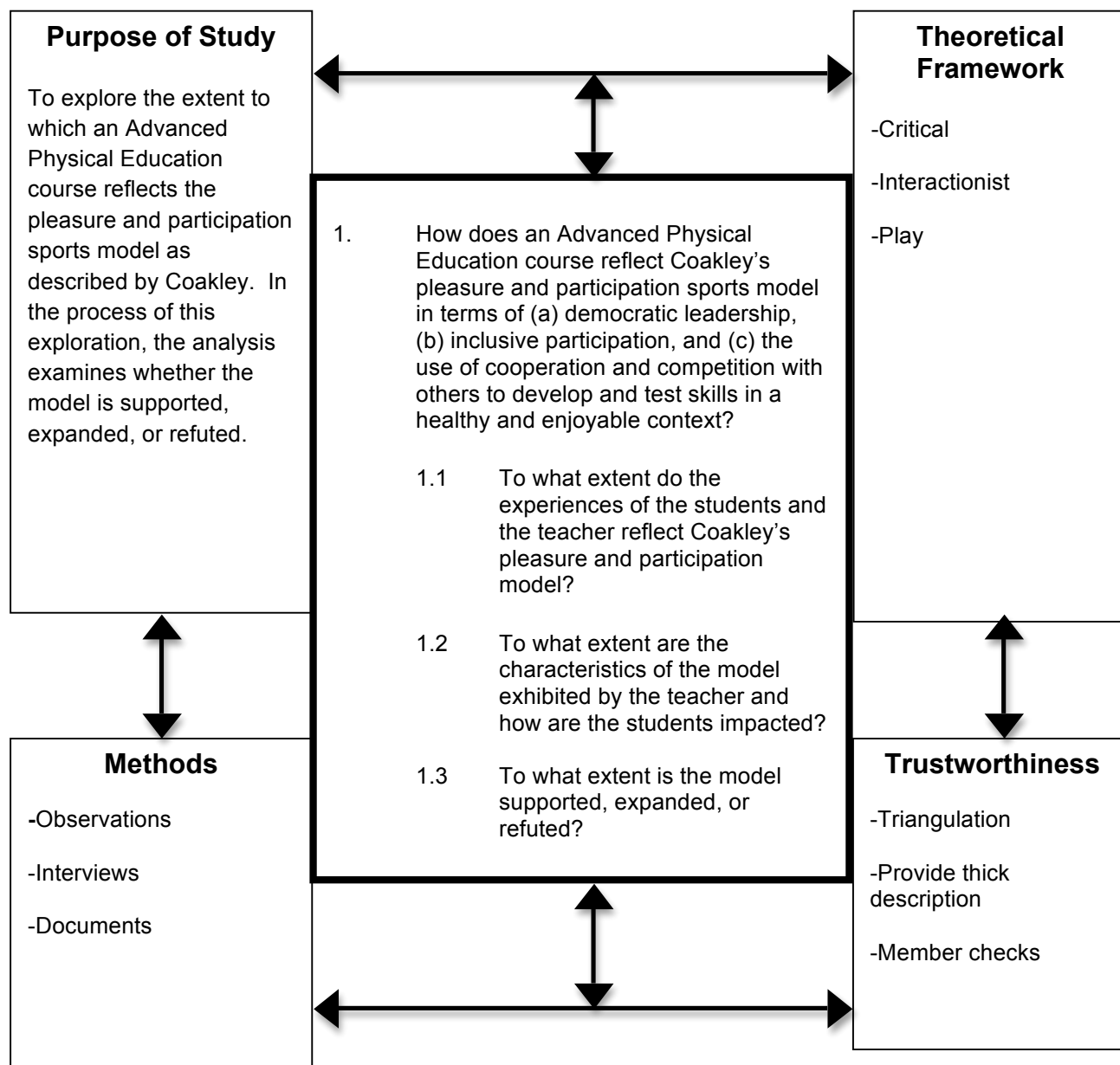


Figure 3.1. The interrelatedness of qualitative research design components of the study. (Maxwell, 2005)

for this study based on the constantly evolving interrelatedness of each part which formulated the whole (Maxwell, 2005). A case study can be defined as “an in-depth description and analysis of a bounded system” (Merriam, 2009, p. 40). Reference to the bounded system is one distinction of a case study as compared to other research designs. Merriam’s (2009) definition of a bounded system as “a single entity, a unit around which there are boundaries” (p. 40) provided rationale for my research design since boundaries were clearly delineated by focusing on one class. The rationale was also supported by other researchers who state that a single-case study can intricately examine a specific setting (Yin, 2009). In addition to a bounded system, other ways to define a case study include being “particularistic” and “descriptive” (Merriam, 2009, p. 43). Particularistic is very similar to bounded in reference to a focus on one specific class, program, or phenomenon. Descriptive refers to the end result of a case study which includes a rich, thick description. Since my study investigated a single case as opposed to multiple cases, it was imperative that the rich, thick description literally and completely describe the phenomenon.

Typologies. Additional factors that were considered while developing the case study related to intrinsic and instrumental typologies (Merriam, 2009; Stake, 2005). Both typologies applied to the study. This specific Advanced Physical Education course met the criteria as a particular case in and of itself (intrinsic) because it was an exception to a more commonly offered Advanced Physical Education course for athletes which focuses on strength training and conditioning. According to Yin (2009), the unique case provides good rationale for a single-case design. The instrumental typology also applied because the course itself was somewhat of a secondary interest in which the results offered and facilitated a greater understanding of sport, education, and physical education situated within the discipline of sport sociology.

Unit of analysis. Yin (2009) stated that another aspect to consider in terms of the research design is whether the case will employ a holistic or embedded unit of analysis. “Embedded” refers to “more than one unit of analysis” and applied to my proposed study in that I involved several units of analysis such as the class as a whole representing the main unit with smaller units consisting of the individual students and the teacher (p. 50). This affected the findings of the research in that I examined the data collected in smaller units (each student and the teacher) and also the class as a whole.

Summary. The bounded system or “case” was an Advanced Physical Education course offered at a high school in rural Southwest Virginia. An embedded case study design entailed multiple units of analysis. I chose to employ a case study design because of the research questions which focus on “how.” By empirically investigating the Advanced Physical Education course using a case study design, it allowed me to understand real-life phenomena in great depth while also considering relevant contextual conditions.

Data Collection Procedures

Introduction. Following IRB approval, the process of collecting data with the class for a separate research study began on the first day of the 2010-2011 school year. Prior to that time, written permission to conduct research with the students and teacher had been granted by the teacher, principal, and superintendent who serve as gatekeepers. Once IRB approval was granted (see Appendix A) and before data collection began, students provided their assent (see Appendix B), parents provided their consent (see Appendix C), and the teacher provided his consent (see Appendix D). The archival data is included as part of the data set for this study. Data collection procedures included the archival data as well as observations and interviews with fifteen students

and the teacher. Data collection also included documents such as the official written description of the course provided by the school system.

Observations. According to Yin (2009), observations can provide one source of evidence in a case study. Observations offer an opportunity to gather data and observe the participants in their natural setting. Field notes from the observations are part of the raw data from which the study's findings will develop. The process of collecting data to explore the extent to which an Advanced Physical Education course reflected the pleasure and participation sports model included class observations. Regular observations using an observation protocol (see Appendix E) were conducted to the point of saturation or redundancy (Merriam, 2009). What was captured during each observation was guided by the research questions. My role varied from being an "observer as participant" (p. 125) where my participation was secondary to gathering information to "participant as observer" (p. 125) where I was at times more involved in the class as an active participant. Whenever possible, I recorded field notes during the observations. After each observation, full field notes were typed prior to the end of the day. The field notes included relevant and reflective information about the setting and participants as related to the research study.

Interviews. Along with observations, interviews were employed as a technique for systematically collecting data (Bogdan & Bilken, 2007; Merriam, 2009). Interviewing participants served as an avenue for understanding their perspective. Every effort was made to help participants feel at ease so that they were able to freely share their point of views. One strategy included asking students to choose a space for the interview as opposed to the teacher or researcher assigning a specific location. Students were also told at the onset of the study and

before each interview that there were no right or wrong answers. Semi-structured interview questions were used in order to allow participants the freedom to express their thoughts. An interview protocol (see Appendices F & G) was used to produce rich data relating to the study. Table 3.1 shows how the questions of the interview protocol related to each of the research questions (Stein, 2008). The letter “S” represents questions that related to the student interview protocol and the letter “T” represents questions that related to the teacher interview protocol. Table 3.2 shows some of the different types of interview protocol questions as suggested by Patton (2002) including experience, opinion, feeling, and knowledge (Merriam, 2009).

Documents. Documents relevant to this study were used as one type of data collection strategy. This included items such as an official description of the Advanced Physical Education course published by the school system and a photograph generated by the researcher of a student designed bulletin board indicating activities completed as part of the course in previous years.

Role of the Researcher

According to Merriam (2009), the researcher is the “primary instrument for data collection and analysis” (p. 15). Creswell (2007) also pointed out that one of the characteristics of qualitative research is the “researcher as key instrument” (p. 38).

Positionality. Grbich (2007) stated that the life experiences and positionality of a researcher is one way in which interpretation of the data are framed in qualitative research. McLachlan and Reid (as cited in Grbich, 2007) identified four areas of framing which involve consideration of the extratextual, intratextual, intertextual, and circumtextual frames.

Table 3.1

Research Questions in Relation to Interview Questions

Research question	Interview question
1) How does an Advanced Physical Education course reflect Coakley's (2009) pleasure and participation sports model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context?	S1, S2, S3, S4, S5, S6 S7, S8, T1, T2, T3, T4, T5, T6, T7, T8
1.1) To what extent do the experiences of the students and the teacher reflect Coakley's (2009) pleasure and participation model?	S1, S2, S3, S4, S5, S6 S7, S8, T1, T2, T3, T4, T5, T6, T7, T8
1.2) To what extent are characteristics of the model exhibited by the teacher and how are the students impacted?	S1, S2, S3, S4, S5, S6 S7, S8, T1, T2, T3, T4, T5, T6, T7, T8
1.3) To what extent is the model supported, expanded, or refuted?	S1, S2, S3, S4, S5, S6 S7, S8, T1, T2, T3, T4, T5, T6, T7, T8

Table 3.2

Matrix of Interview Questions

Types of Question	Interview Question
Experience/behavior	S2, S3, S4, S5, S7 T1, T2, T3, T4, T5, T6, T7
Opinion/value	S1, S2, S3, S4, S6, S7 T1, T2, T3, T4, T6, T7
Feelings	S1, S3, S4, S5, S6, S8 T1, T3, T4, T5, T6, T8
Knowledge	S1, S2, T1, T2

Extratextual Frames. Extratextual frames refer to “the accumulated knowledge which [I] have obtained and through which [I] view the world” (Grbich, 2007, p. 18). In terms of extratextual frames, I recognize that my background as a former Division I full-scholarship athlete and one who enjoys all types of sports and physical activity has shaped not only the conception and design of this research study but also shaped my interpretation of the data. I also recognize that my ablebodiedness impacted how I interacted with the participants and how I ultimately made sense of the data. However, I also locate myself in the study as a physical education faculty member at the college level who realizes that some students do not enjoy participating in the space of traditional competitive sports and shouldn’t necessarily have to do so as part of the physical education curriculum. As a youth basketball coach, former Girls on the Run coach, and mother of three, I am also biased in the knowledge that I have accumulated from young people regarding what they enjoy about sports and physical activity and what they don’t.

Intratextual Frames. Intratextual frames refer to “[my] internal framing devices of age, sex, class, etc.” (Grbich, 2007, p. 18). Intratextual frames posit me as a white, middle-class female who recently turned 40.

Intertextual Frames. Intertextual frames refer to “the interpretive frames which [I] am partial to or dominated by from [my] discipline” (Grbich, 2007, p. 18). The intratextual frame has consisted of how I designed the study and how I interpreted the data from a sport sociology perspective. I realize that there were many justifications from various disciplines for exploring this topic further. However, based on my position as a sport sociologist, these reasons were less relevant to this study. For example, I was not attempting to justify physical education in order to

reduce obesity rates in adolescents because various scholarly literature posits that obesity can be related to factors other than just the amount of physical activity provided in an educational setting (Azzarito & Solomon, 2005; Dagkas & Stathi, 2007; Pugliese & Tinsley, 2007). In addition, from a sociological perspective, the fat phobia and gender issues evident in discourses and written text surrounding the topic of obesity are also troublesome (Duncan, 2008; Murray, 2008; Sykes & McPhail, 2008). Instead, I wanted to explore the extent to which a particular high school physical education class reflected the pleasure and participation sports model as described by Coakley (2009).

Circumtextual Frames. Circumtextual frames involve the “contextual construction and [my] interpretation of the immediate situation or event” (Grbich, 2007, p. 18). Circumtextual frames influenced how I interpreted events occurring throughout the study. For example, based on my a priori knowledge from a current study and events which I had already observed in the class, I was already aware that at least some of the characteristics of the pleasure and participation model were evident.

Data Analysis Procedures

Merriam (2009) suggested that analysis should occur simultaneously with data collection. Data analysis began once the study was approved. However, some analysis in the form of archival data had already begun through a current research project referred to earlier. I realize that the final product was “shaped by the data collected and the analysis that accompanied the entire process” (p. 171). As data were collected, I identified segments in the data set relative to my research questions. Each segment, or unit of data, provided full or partial answers to my research questions. The units of data were then compared to determine if “recurring regularities”

(p. 177) existed. This process included the construction of categories through open coding and assigning of codes in order to organize data relevant to answering the research questions. Open coding included analytical coding which went beyond descriptive coding and included reflecting on meaning and interpretation. Categories were created with each unit of data being “mutually exclusive” in order to fit into only one category (p. 185). Lastly, the categories were “conceptually congruent” at each level of abstraction and “sensitizing” in a way that captured the meaning of the phenomenon in a precise manner (p. 186). As data were analyzed, the goal was to develop multiple iterations of analysis through code mapping. This process was based on work by Anfara, Brown, & Mangione (2002) which included developing a first iteration of initial codes and surface content analysis, a second iteration of pattern variables, and a third iteration of application to the data set. Table 3.3 is included in order to provide the reader with a visual representation of the development of codes, categories, and themes.

Methods of Verification

According to Bogdan and Bilken (2007), triangulation was initially applied to qualitative research when referring to the “verification of facts” (p. 115). This definition was eventually expanded and referred to the importance of including multiple sources of data to more fully comprehend the phenomenon being studied. As one method of verification, triangulation was met in the study through relying on multiple sources of data in the form of observations, interviews, and documents to collaborate categories and themes. Table 3.4 indicates the matrix of data sources used throughout the study. It is important to note that categories and themes did not just “emerge” from the data but rather were impacted and developed through my positionality and disciplinary orientation. Merriam (2009) stated that triangulation is one way to

Table 3.3

*Code Mapping**(Anfara, Brown, & Mangione, 2002, p. 32)*

THIRD ITERATION: THEMES					
RQ#1: Advanced Physical Education course reflections of pleasure and participation model					
RQ#1.1 Extent experiences of students/teacher reflect model					
RQ#1.2 Extent characteristics exhibited by teacher / student impact					
RQ#1.3 Extent model is supported, expanded, refuted					
1. Sense of Enjoyment					
Themes: 1a, 1b, 1c					
2. Sense of Empowerment					
Themes: 2a, 2b, 2c					
3. Sense of Connection					
Themes: 3a, 3b, 3c					
SECOND ITERATION: CATEGORIES-PERSPECTIVES					
1a.	Relaxed environment	2a.	Student choice	3a.	Student/teacher connections
1b.	Enjoyable	2b.	Student input	3b.	Student/student connections
1c.	Distinctive	2c.	Student responsibility	3c.	Meaningful experiences
FIRST ITERATION: INITIAL CODES					
1a.	Light-hearted atmosphere	2a.	Students choose level/	3a.	Active teacher
1a.	No testing related to		intensity of participation		involvement
	physical ability	2a.	Perceptions/opportunities	3a.	Enthusiasm of teacher
1a.	Constructive competition		for freedom	3a.	Reflection at beginning/
1a.	Focus on process rather	2a.	Students choose what		end of class
	than product		to wear	3a.	Teacher encourages
1a.	Depressurized	2a.	Frustration with lack of		willingness to try new
	challenges		choice in sports		sports
1a.	Unstructured and	2a.	Students decide what	3a.	Concern and support
	spontaneous play		to teach		for students
1b.	Exciting	2b.	Students talk about	3b.	Teamwork consistently
1b.	Predominantly outside		what they want to do		required
1b.	Activities are fun	2b.	Students planned	3b.	Peers offer positive
1b.	Often gender neutral		community service		critiques
1b.	Broad range of sports		projects	3b.	Camaraderie
1b.	Exposure to new sports	2b.	Students discussed	3b.	Sports appeal related to
1b.	Non-traditional sports		alternative sport/rule/		relationships/being with
1b.	Fun		game structures		friends
1c.	Standard PE boring	2c.	Driving off site	3c.	Experiences have broad
1c.	Student interest in	2c.	Emphasis on safety		applicability
	distinct sports/activities	2c.	Trust activities	3c.	Impor. of comm. service
1c.	Student exposure to	2c.	Equipment/supplies	3c.	Lack of motivation /
	distinct sports/activities				“pointless” activities

Table 3.4

Matrix of Data Sources

Research Questions		Interview Questions	Observations	Documents
1)	How does an Advanced Physical Education course reflect Coakley's pleasure and participation sports model in terms of: (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others in a healthy and enjoyable context?	X	X	X
1.1)	To what extent do the experiences of the students and teacher reflect Coakley's pleasure and participation model?	X	X	X
1.2)	To what extent are the characteristics of the model exhibited by the teacher and how are the students impacted?	X	X	X
1.3)	To what extent is the model supported, expanded, or refuted?	X	X	X

ensure internal validity. Criteria for judging the quality of research designs can also include external validity, which refers to “defining the domain to which a study’s findings can be generalized” (Yin, 2009, p. 40). This is often a misunderstood concept when compared to quantitative research which focuses on statistical generalizations. In qualitative studies, the researcher focuses on “analytic” generalization where they strive to “generalize a particular set of results to some broader theory” (p. 43). This is especially relevant for single-case study designs such as the one in this study. Along with table 3.4 which indicates how the research questions were linked to the data sources, table 3.5 indicates how each of the themes developed tied into a data source.

A rich, thick description also served as another way to verify the findings. Field notes from observations, interviews, and documents increased the capacity for enriching the descriptive data collected as part of the study. The rich, thick description also provided an opportunity for “transferability” (Creswell, 2007, p. 209) which allows readers to decide if the information can be transferred to other settings based on similar characteristics.

A third way in which the findings were verified to ensure credibility included member checks (Creswell, 2007). Member checking requires that the researcher “solicit participants’ views of the credibility of the findings and interpretations” (p. 208). The teacher and the students had an opportunity to review the raw data in the form of their interview transcripts. The feedback included clarification regarding the correct spelling of proper names and previous schools attended by some of the students. They also had the opportunity to review the analyses, interpretations, and conclusions so that they were able to determine from a participant perspective if the information was accurate and credible. There was agreement regarding the

Table 3.5

*Matrix of Findings and Sources for Data Triangulation***Sources of Data**

	I	O	D
Category 1: Sense of Enjoyment			
1. Relaxed environment	X	X	X
2. Enjoyable	X	X	X
3. Distinctive	X	X	X
Category 2: Sense of Empowerment			
1. Student choice	X	X	X
2. Student input	X	X	
3. Student responsibility	X	X	X
Category 3: Sense of Connection			
1. Peer/teacher connection	X	X	X
2. Peer/peer connection	X	X	X
3. Meaningful experience	X	X	

Note. I = Interview, O = Observation, D = Document

themes that developed. One interesting point for consideration was that the students did feel empowered due to developing leadership abilities as part of the course. However, the perspective of the teacher was that the leadership abilities of the students did not always develop to the level for which he had hoped.

Chapter Summary

This chapter has outlined the research design and methods used for this study. A case study design employing a constant comparative method of analysis provided an opportunity to systematically examine a particular Advanced Physical Education course situated within a sport sociological perspective. The findings of this research are included in chapter 4.

Chapter 4

Findings and Analysis

Chapter Introduction

This chapter is organized to present findings from the research as they relate to the following research questions:

1. How does an Advanced Physical Education course reflect Coakley's (2009) pleasure and participation sports model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context?
 - 1.1 To what extent do the experiences of the students and the teacher reflect Coakley's (2009) pleasure and participation model?
 - 1.2 To what extent are characteristics of the model exhibited by the teacher and how are the students impacted?
 - 1.3 To what extent is the model supported, expanded, or refuted?

The chapter begins with profiles of the community and school, including a rich, thick description of the class that served as the case for the study. The intent is to place the class in context and to paint a portrait for readers by providing information about the setting where data were collected. After the portrait is painted, major themes that address the research question and sub-questions are developed and analyzed.

The findings are based on an analysis of three main data sources. First, interviews were conducted with all 15 students and the teacher in the class. Each student and the teacher were interviewed during the 2010-11 academic year. Interviews ranged from thirty minutes to one

hour and were conducted using semi-structured interview protocols found in Appendices F (student) and G (teacher). Second, over 60 observations (see Table 4.1) were conducted with the class between August 2010 and April 2011. Data were collected to the point of saturation utilizing the observation instrument found in Appendix E. My role varied between participant-observer and observer-participant. Finally, documents such as the official description of the Advanced Physical Education course published by the school system (see Table 4.2) were examined to provide additional sources of data.

Community Profile

The community where the research took place is located in a rural area of Southwest Virginia. According to the 2010 census, there are over 50,000 people residing in the county where the school is located. The racial and ethnic demographics of the county indicate that the population is 97% White, 2% Black, and 1% Hispanic. The gender profile of the county is almost an even balance with 51% female and 49% male. The school where the research was conducted is nestled in a small, rural town, which also serves as the county seat. The population of the town is approximately 8,000 and the average median income is approximately \$34,000 (Onboard Informatics, 2011).

School Profile

The county-wide school system serves over 7,000 students by providing educational opportunities through 7 elementary schools, 4 middle schools, and 4 high schools (Washington County, 2011). In addition, there are 2 career and technical centers in which students can explore and develop skills to benefit them in the workforce.

Table 4.1

Observation Record

Observation	Date	Sport / Activity Focus
O1	8/18/10	Course Introduction
O2-O3	8/19 - 8/20/10	Low Ropes
O4	8/23/10	Hiking
O5	8/24/10	Swimming
O6	8/25/10	Low Ropes
O7	8/27/10	Outdoor Cooking
O8	8/30/10	Course Unit Planning
O9	9/1/10	High Ropes
O10-O12	9/13 – 9/15/10	Golf
O13	9/16/10	Food Bank
O14 – O15	9/20 – 9/21/10	Beach Volleyball
O16	9/22/10	Canoeing / Kayaking
O17	9/24/10	Golf
O18	9/27/10	Corn Hole
O19	9/29/10	Homecoming Activities
O20	9/30/10	Outdoor Cooking
O21	10/1/10	School Carnival Activities
O22-O25	10/5 – 10/8/10	Archery
O26-O30	10/11-10/14, 10/20/10	Fishing
O31-O32	10/21 – 10/22/10	Hiking
O33-O34	11/1, 11/3/10	Camping
O35	11/4/10	CPR
O36-O43	11/5, 11/8 – 11/12, 11/18 – 11/19/10	Food Drive
O44	11/23/10	Class Thanksgiving Meal
O45	11/29/10	Spider Web
O46	11/30/10	Food Bank
O47-O50	1/4 - 1/5, 1/24 – 1/25/11	Students Teaching
O51-O52	1/31 – 2/1/11	Minute to Win It
O53	2/2/11	Swimming
O54	2/3/11	Orienteering
O55-O56	2/7 – 2/8/11	Bimini
O57-O58	2/28, 3/1/11	Chinese Ping Pong
O59	3/14/11	Tennis
O60	3/15/11	Students Teaching
O61	3/18/11	Orienteering
O62	3/22/11	MS Walk
O63	4/4/11	Students Teaching

Table 4.2

List of Documents

Document	Document Type
D1	Course Objectives
D2	Classroom Bulletin Board
D3	Lesson Plans

South High School (name changed) has a very old and traditional “feel” to it. Dark blue heavy metal doors are situated at the entrance. Upon entering the building, you are greeted with walls of pale tile and beige lockers interrupted by classroom doors at specific locations. There is a large display case on one wall which contains athletic trophies from years past. Upon entering the building, visitors are required to immediately sign in at the office and wear a nametag throughout their stay.

The school was established in 1959 and currently serves 900 students in grades 9 through 12 (Washington County, 2011). The racial and ethnic composition of the student body mirrors the county demographics. Of the four high schools in the county, it is the only one which offers the Advanced Physical Education course included in this study. Currently, 30% of the students at South High School receive either free or reduced lunch, which is the lowest percentage countywide. As a resident in the county, I have heard many expressions over time referring to students and families in South High School as affluent members of the community in comparison to the rural areas beyond the town limits.

Class Profile

Class History. The Advanced Physical Education course has been in existence since 1997. The development of the course came from a conceptual design inspired by a former principal at South High School. He believed students could benefit from a course exposing them to physical activities which they could pursue for a lifetime. His goal was to offer a class that differed from traditional physical education classes and therefore would appeal to a broader spectrum of students.

The former principal also explained that from an administrator's standpoint, there were underlying issues and historical precedents at the school impacting his decision to support the alternative class structure. He explained that during the 1970s, students were required to change clothes and "dress out" in a uniform for physical education. Starting in the 1980s, students began to resist this requirement and also expressed discontent with the emphasis placed on some of the traditional team sports such as football, baseball, and basketball. This became an issue on a regular basis when students who refused to dress out or participate were sent to the office to see the principal. His perspective was that instead of providing an enjoyable atmosphere for physical activity, physical education had become a space where students who were not athletic or involved in school sports were often alienated. As a result, he approached Mr. South (name changed) who had served as a physical education teacher at the school since 1978. The former principal shared his thoughts and Mr. South eagerly accepted the challenge to teach the new course. According to the principal at that time, a key component to the success of the class was Mr. South. He stated that having someone who could generate enthusiasm and teach the course in such a manner was imperative because his philosophy was that a teacher has a much greater

impact on the students than the actual content or subject matter. Mr. South has been the only individual to teach the course since its inception.

A maximum of 18 seniors can enroll each year. Two teacher recommendations and a minimum 2.5 GPA are also required for enrollment in the course. The class has been very popular and has had instances of over enrollment in the past. In those instances, students were asked to write essays regarding why they were interested in the class. The official course objectives (D-1) provided by the county school system describe class activities as different from normal physical education to the extent that they offer more lifelong activities such as canoeing, kayaking, camping, archery, and fishing. Emphasis is placed on working together to ensure that “each activity is enjoyable for the entire class” (Washington County, 2008, p. 24). The objectives include students developing and teaching various sports and activities. The course places an emphasis on encouraging “total wellness” through exposure to activities designed to help students become “physical, mentally, and socially fit.” In addition, the objectives state that students will plan and participate in at least one activity to benefit the entire school and community.

Class Characteristics. Most traditional high school physical education classes require that students dress out in some type of athletic attire consisting of a t-shirt, shorts, and running shoes. Yet this was not a requirement for the Advanced Physical Education course. Mr. South explained that he was often questioned about not requiring athletic attire. However, he had found that when given the choice, students in the course almost always dressed appropriately for the sport or activity in which they were involved. Another distinguishing characteristic of the class was the meeting location. Most physical education classes are traditionally held in school

gymnasiums. This was not the case for the Advanced Physical Education course, although it was necessary to walk through the gymnasium each day to access the classroom. The gymnasium had a distinct smell of old sweat and wood floors and high above the bleachers, hanging from the rafters, were banners from past championships in sports such as football, track, and basketball.

As I walked through the gym each day, traditional physical education classes were always beginning at the same time as the Advanced Physical Education course. When I entered the gym on my way to observe, students in the regular physical education classes were dressed out in gray t-shirts and blue shorts. Sometimes they were walking or jogging around the gym in circles. Other days they sat in designated spots on the gym floor stretching in sequence to the teacher's instructions. At one end of the gym, a large double door led to the Advanced Physical Education classroom. The room was rectangle and a climbing wall was located on one of the longest two walls. On the climbing wall were vibrant colors of blue, green, red, and yellow handprints and names of students from previous Advanced Physical Education classes. The other wall had a bulletin board (D-2) designed and painted by students from the same class in prior years. The board included illustrations of various activities offered such as archery, high ropes, bocce ball, canoeing, zip lining, spider web, bowling, fencing, and orienteering. There were mirrors on one wall and several pieces of weight training machines in one corner. The students, who were not required to dress out, would be wearing a wide range of attire including flip flops, cowboy boots, running shoes, jeans, t-shirts, casual tops, and athletic wear. Each day, they would begin class by sitting in a relaxed circle on the floor around Mr. South, who usually sat in a metal folding chair. The class usually ended each day in a similar fashion with a closing

reflection and discussion. The reflection and discussion often entailed Mr. South summarizing the sport or activity and asking for student feedback about their experiences.

Demographics for Research Participants. There were 15 students enrolled in the Advanced Physical Education course and one teacher. Basic demographic information for this section can be found in Table 4.3. The demographic information includes the pseudonyms chosen by participants who were involved in the study. As previously noted in chapter 3, the participants were apprised of the purpose of the study and their requested involvement through the informed consent letter approved by the University of Tennessee IRB process. Each chose to participate even though they were informed of their right to decline.

Findings

In order to analyze the data and answer the research questions, data received from the observations, interviews, and documents were coded and then placed into categories which helped to develop the themes addressed in this section. The data from the interviews, observations, and documents of the recorded activities and behaviors that served to support the research for this study revealed three primary themes in the research:

1. Sense of Enjoyment
2. Sense of Empowerment
3. Sense of Connection

These three themes will guide the discussion of the data collected in order to address and answer the research questions. Data sources for the analysis are referenced using a source code of I for interviews, O for observations, and D for documents. The numbers following each source code

Table 4.3

Participant Information

Pseudonym	Gender	Race	Grade	Interview
Betty	Female	White	Senior	I-9
Bob McCrosky	Male	White	Senior	I-6
Christopher Ryan	Male	White	Senior	I-3
Conway	Male	White	Senior	I-12
Gaia	Female	White	Senior	I-4
James	Male	White	Senior	I-10
John	Male	White	Senior	I-16
Jose	Male	White	Senior	I-14
Josie	Female	White	Senior	I-11
Lafoya	Female	White	Senior	I-2
Mr. South	Male	White	Teacher	I-13
Nelson	Female	White	Senior	I-5
Papa Georgeo	Male	White	Senior	I-1
Pierre	Male	White	Senior	I-8
Sally	Female	White	Senior	I-15
William H. Bonney	Male	White	Senior	I-7

identify the specific observation (see Table 4.1), document (see Table 4.2), or participant (see Table 4.3).

Research Question 1: How Does the Course Reflect Coakley's (2009) Pleasure and Participation Sports Model in Terms of (a) Democratic Leadership, (b) Inclusive Environment, and (c) the Use of Cooperation and Competition With Others to Develop and Test Skills in a Healthy and Enjoyable Context?

Sense of Enjoyment. This theme answers the research question related to how the characteristics of democratic leadership, inclusive participation and the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context were reflected throughout the course. The basic premise of Coakley's (2009) model is that participation in sport and physical activity focuses on enjoyment as a distinguishing feature. Throughout the Advanced Physical Education course, data indicated that a sense of enjoyment was reflected in the same manner. The main three categories specific to this theme that developed as part of the second iteration of analysis were a relaxed environment, enjoyable, and distinctive.

Relaxed Environment. One way the course reflected Coakley's (2009) pleasure and participation model was through a relaxed environment, which corresponds with a context that is healthy and enjoyable. Data from over sixty observations indicated that the class atmosphere was light-hearted and comfortable. Students would enter the room each day and greet one another with casual conversation and laughter. After placing their personal belongings along the perimeter of the room, the students would form a circle and sit on the floor in a position most

comfortable for each individual. Each day, this time served as an opportunity to begin class in a relaxing and comfortable manner prior to beginning the designated sport or activity.

In relation to a relaxed environment, there were also instances of spontaneous, unstructured play on almost a daily basis. The instances were brief, usually lasting 1-2 minutes. Sometimes it would be in the form of one student providing a short (5-10 steps) piggyback ride for another student (O-35). Other times the play would consist of one male trying to grab the leg of another male to throw him off balance (O-46). In these instances, the students always engaged in laughter and conversation. Occurrences such as this serve as examples of Huizinga's (1970) description of play in which one distinguishing feature includes social behavior transpiring as a result of one's own volition and intrinsic quality.

Data collected from observations, interviews, and documents also indicated that the relaxed environment included depressurized challenges where the overall outcome was not linked to winning, grades, or performing to a certain level through fitness tests which placed everyone on a "stage." Grading was based on process rather than product and was more knowledge based on the skills and activities being taught than skill based. Students were assigned grades based on the process of attempting to become proficient in each sport or activity. They were also graded on essays that they were assigned to write about the history, origination, rules, and techniques of various sports and activities (D-3). Although all students identified themselves as "highly competitive" during the interviews, observational data indicated that they appeared to also enjoy competition in a more relaxed atmosphere. Some of the students stated that they were no longer playing competitive sports because they just wanted to do it for fun or a sense of enjoyment. One student who had been highly successful in his sport remarked that his

reason for quitting was because of too much pressure. As noted below, there were numerous statements that supported the theme of a relaxed environment as related to characteristics of the pleasure and participation model.

I'm not playing [school sport] this year. There's just pressure...just too much pressure (Pierre).

Some teams get so focused on winning that if you don't, then they're miserable...everyone's miserable and that's not a good environment to play in (Nelson).

This is a sport in which you don't have to be good at it to enjoy it (Betty referring to archery).

A lot of people might rank winning as a 10. Personally, I rank it as about a 5 (Bob).

If you lose here [in class], it's not that big of a deal but if you lose a football game, it's a pretty big deal (James).

My favorite type of physical activity is anything with friends...it's just fun...there's no pressure...it's just fun to play with friends and not worry about anything...just have fun (Jose).

Competition can be helpful in making yourself work harder (Lafoya).

Competition [in this class] is different because we know we're just joking around in here. We know we're not really going to hate each other if we lose (Josie).

I like the peace and quiet by the water (response by Sally [O26] during fishing unit).

Enjoyable. A sense of enjoyment has an obvious correlation to the pleasure and participation model in that one of the characteristics refers to an atmosphere which is healthy and *enjoyable*. This was also reflected through data gathered from the Advanced Physical Education course objectives describing activities as “enjoyable for the entire class” (D-1). Additionally, there were many indicators to support the perspective that students enjoyed the course. Observational and interview data collected throughout the investigation suggested that there was

a true sense of enjoyment from being in the class on the part of both the teacher and students. They felt the class was exciting and often used the word “fun” to describe their experiences. The broad range and exposure to sports with which they were not familiar correlated with the students’ pleasurable experiences. The majority of sports and activities were what I refer to as “gender neutral,” which helped to create an enjoyable and inclusive atmosphere for all the students. Gender neutral includes sports or activities in which everyone can be proficient and succeed, regardless of gender. This is in contrast to traditional sports such as football or basketball where females could possibly be excluded or less proficient in terms of strength, speed, and power.

Another consistency regarding characteristics of the model and the enjoyable nature of the class pertained to where they spent most of their time. All the students indicated in their interviews that their preferred environment for participation in physical activity was outside. They also indicated that part of their enjoyment in the class was linked to this preference. Observational data also supported this iteration of analysis in that students always appeared eager and excited to be outdoors. When weather permitted, Mr. South consistently took the students outside. Some of the data supporting the enjoyable nature of the class are included below.

Each week we learn something new and that keeps it exciting (Jose).

The high ropes course was a lot of fun (Sally).

We get to do a bunch of really fun stuff (Papa Georgeo).

I’m just really excited about all the activities (Christopher).

A happier student is a better student...you’re not going to put forth effort into something you hate. If I was forced to do something I hate, I couldn’t enjoy it at all (Lafoya).

It's a lot more fun [in this class] because we can do a lot more things that are different...it's not just all about meeting a [fitness] test because you don't have to meet a [fitness] test (Gaia).

It is a lot of fun and not like a regular PE class where it is just cut and dry, trying to get you through the physical fitness testing and stuff (Nelson).

I've enjoyed the class a lot more [than traditional physical education] because it's kind of been a lot of new experiences (Bob).

With Advanced PE, you get to do a lot more stuff. We actually get out and do stuff I've never done before (James).

In gym, they sometimes separate the boys and the girls and I don't think that's fair. I think they should have them together (Josie).

In this class you get to do so many fun, exciting, and different things. I have had a lot more fun in here than I've ever had in any other class (Pierre).

My favorite types of physical activity are anything that I can have fun with (John).

I've seen girls in this class that are way better than me in things that I thought I would never be beat at (William).

In gym [traditional physical education class] when we play football, they're not going to pick the girls...they're going to pick the guys (Betty).

The final way a sense of enjoyment was reflected occurred through class participation that supported the sharing of ideas in a manner encouraging open and democratic discussion and the development of democratic leadership skills. For example, during the low and high ropes experiences, the students quickly recognized that success was dependent upon discussion and sharing responsibility (O-3, O-9). My own prior experience in attending public schools was that many classes were very limited in amount of student interaction and discussion. Yet knowledge can be constructed as students interact and work together to problem-solve in a democratic

environment. Not only is this beneficial to student development, it can also create a more enjoyable learning experience for those involved in the process.

Distinctive. Many of the students described their experiences in traditional physical education classes as “boring.” Observations and interviews revealed that all the students had distinctive interests in their choice of physical activity and sports outside of the class. Addressed in chapter 5 is a discussion relating to the economic capital required for their participation in sports and activities such as water and snow skiing, bull riding, flying, showing horses, kick boxing, motor cross racing, and wake boarding. In a variety of ways, data sources indicated that the class units were also very distinctive and that the “activities differed from normal physical education” (D-1). As a result, students’ sense of enjoyment was reflected in their interest and enthusiasm in the sports offered in the class (see Table 4.4), which were more distinct than their experiences in traditional physical education (see Table 4.5). Table 4.4 was constructed by triangulating data gathered from interviews, observations, and documents. Table 4.5 was constructed by including data from interviews, observations, my own personal experiences in physical education, and sources such as Pangrazi (2010) included in the literature review.

Some of the activities in the Advanced Physical Education course, such as outdoor cooking, reflected more lifelong opportunities to be physically active (D-1). The cooking itself did not involve a great deal of physical activity. However, the preparation involved with gathering wood and building the fire was labor intensive. The experience also provided a way for students to connect with the outdoors and become competent in skills that they could use later in life with friends or family. It could be argued that these types of skills are much more applicable beyond high school than traditional sports skills which many may no longer use

Table 4.4

Advanced Physical Education Sports / Activities

Archery	Food Bank	Beach Volleyball	Golf
Bimini	High and Low Ropes	Canoeing	Kayaking
Camping	Hiking	Corn Hole	MS Walk
CPR	Orienteering	Fishing	Swimming
Self Defense	Chinese Ping Pong	Food Drive	Outdoor Cooking
Spider Web	Minute to Win It	Tennis	Bowling

Table 4.5

Traditional Physical Education Sports / Activities

Basketball	Softball	Baseball	Football
Kickball	Four Square	Badminton	Volleyball
Tennis	Hockey	Soccer	Track & Field

following graduation. Other activities such as volunteering at the local food bank and participating in the MS walk created awareness for social responsibility by providing outreach opportunities (O-13, O-62).

During the interviews, students were asked to describe the differences between the Advanced Physical Education course as compared to their experiences in traditional physical education courses. Traditional physical education was described by many participants as consisting of sports and activities which they had been exposed to for many years. The statements below reflect data indicating that student enjoyment was linked to the distinctive nature of the class.

In traditional physical education, the coach yells at you to do your push-ups (Christopher).

We go out and do a lot more different types of sports that we wouldn't do if we didn't have this class (Bob).

We get to do interesting stuff (Conway).

We get to go out and do stuff (Sally).

It's not just limited to gym sports and athletics (William).

Standard PE was boring....we'd play basketball or whatever (Papa Georgeo)

In this class there have been a lot of things I've never done before (Josie).

We interact with sports that you wouldn't typically play (Nelson).

I just think it's a great course because it goes beyond gym and running laps...it goes so much farther than that and you really get an opportunity to learn so much (Lafoya).

Summary for Sense of Enjoyment. Characteristics of the pleasure and participation model were reflected in the Advanced Physical Education course through a sense of enjoyment. The second iteration of analysis produced three categories relating to this theme. Those included

a relaxed environment, enjoyable, and distinctive. These categories reflected a light-hearted atmosphere in which testing and grading was not contingent upon athletic ability (or lack of). In addition, initial codes during the first iteration of analysis included students describing the class as fun, exciting, and different than what they normally experienced in traditional physical education.

Sense of Empowerment. The Advanced Physical Education course reflected the characteristic of democratic leadership on a variety of levels as related to a sense of empowerment. A sense of empowerment relates to democratic leadership in how students were afforded opportunities for choice, input, and responsibility. Empowerment can be referred to as a process of increasing the capacity of individuals or groups to make choices, which ultimately provides experiences for those involved to feel that they have power (Merriam-Webster, 2005). Data collected from observations and interviews indicated that students had choices and input in areas such as what to wear and where they preferred to engage in physical activity, which was predominantly outside. They were also able to decide what to teach and provided input regarding the organization and implementation of community service activities relating to social responsibility. As pointed out by Gibbons (2009), meaningful and higher participation rates in physical education can occur when students are involved in course development and experience a respectful and positive class environment. This is especially true for female populations. The results indicate that democratic leadership as a characteristic of the pleasure and participation model was one positive aspect of the Advanced Physical Education class as experienced by the students. A sense of empowerment was also indicative by both male and female students who

expressed feelings of being outside their comfort zone during some of the activities which ultimately led to “conquering fears” such as one student who was afraid of heights (Nelson).

Student Choice. Choice can be defined as the act of choosing (Merriam-Webster, 2005) but even more relevant is consideration of choice in the context of having the power, opportunity, or right to choose. Interestingly, choice is also related to alternative. Alternative sports could be referred to as sports which are different from traditional sporting opportunities. However, alternative can also refer to allowing choices. Data collected indicated that student choices in the course were evident both with the current class and in the past. For example, the classroom bulletin board (D-2) had been created, designed, and painted by one of Mr. South’s former classes.

With regard to student choice, it was very obvious that the dress code varied greatly from other physical education classes in the school. On the first day of school, Mr. South wore leather flip flops (O-1). Observational data indicated that students dressed in a broad range of attire from jeans and cowboy boots to skirts and open-toed shoes. Students were ultimately given the choice of whether to dress out and what to wear. However, they regularly made the choice to dress out based on what type of sport or activity was planned for that particular day. There were various examples of student choice throughout the class, as indicated by the comments below.

This class is more free, like we get to do what we want (James).

We have lots of freedom (Pierre).

Coach South gives us opportunities to choose and teach things. If we know a lot about golfing, then we have a choice to show what we know about it...I like that he gives each one of us an opportunity to do that (Lafoya).

I’ll be able to teach a lot about that [specific skill] (Josie).

I've had a lot of opportunity to participate in all the activities at different levels (Betty).

As related to student choice, one theme which developed throughout the study was participant frustration with a *lack* of choices relating to their preferences in sport and physical activity *outside* the class. For example, during Papa Georgeo's interview, he stated that he loved football and wanted to play but that his dad wouldn't let him because he was too "lanky". Three of the five females also expressed frustration because they wanted to play football but weren't allowed to do so. Christopher also expressed dissatisfaction with the choice of sports offered at the school. He had played lacrosse at another school prior to moving to the area. Once he began attending South High School, his attempts to begin a lacrosse club were futile because he was unable to find a school sponsor.

One stark realization relating to student choice, democratic leadership, and empowerment came on a day when I was slightly late to observe the class. As I entered the gymnasium, students in a traditional physical education course were sitting in perfect rows on the gym floor. The teacher of the class was standing over the students with his hands on his hips. His voice was loud and he angrily yelled at the students "this is how it's going to be...here is how you're going to sit" (O-27). In contrast, as I opened the door to the Advanced Physical Education classroom, the students were all gathered around Mr. South as he taught them how to make fishing lures. They were all actively engaged in choosing the supplies to make their own lures. One female student stated "I'm nervous" at which he smiled and responded "don't be nervous, I'll help you!"

Student Input. Another category that I developed in relation to empowerment and democratic leadership was student input. This category highlights the ability for students to provide input regarding various aspects of the class (D-1). Input refers to contributing or

participating in a common effort (Merriam-Webster, 2005). Data from observations, interviews, and documents indicated that everyone was able to have input and share suggestions in many of the activities. On more than one occasion, Mr. South would ask the class to discuss and offer suggestions of how a particular sport could be played differently (O-14), a particular technique could be adjusted (O-24), or a particular scoring pattern could be altered (O-26). The statements below also serve to support this perspective.

We talk about what activities we want to do (Sally).

Everyone needs to be involved or it's not going to be a good experience for everybody (Christopher).

I know I would be more, let's see, resistant....to someone who is like, 'this is how it is' (Lafoya).

Discussing ideas with everyone else just makes the experience more enjoyable and more fun and, I think, more effective in the long haul, I think, if everyone participates (Pierre).

I am more respectful toward someone when they come up and ask for everyone's opinion and see what they think (Gaia).

Student Responsibility. The final category developed relating to a sense of empowerment entailed concepts associated with student responsibility. Included in the course objectives (D-1) and beginning with the first day of the class, there was emphasis placed on the importance of personal responsibility (O-1). As seniors, they all had drivers licenses. However, school policy allowed students to drive their vehicles off campus only for approved purposes. Traveling off site to a designated location as part of the Advanced Physical Education class was one such purpose. Students were asked to have parents sign a form allowing them to drive their vehicles to various locations off school property. Data collected from interviews, observations, and documents indicated that there was a constant emphasis placed on safety for oneself and the

other members of the group. Other instances of student responsibility included when Mr. South would ask someone to collect money for a group lunch that was to be picked up or delivered to a specific location (O-41). The selected students were responsible for collecting the money, counting it to ensure that the amount was correct, and then determining the appropriate tip amount based on a percentage of the total cost (without a calculator or cell phone).

Yet another example of responsibility was evident when students were involved in activities and sports such as archery, high ropes, and low ropes. One activity, called the Spider Web, required students to lift and support one another through a maze of ropes similar to a spider web. Instances such as this placed the students in situations where they were responsible for the physical safety of their peers. In terms of equipment and supplies, Mr. South placed full responsibility on the students for bringing certain equipment and items to class for each unit. In regards to teaching, students were responsible for coming up with an activity or game that they were required to teach to the class. The level of difficulty varied and consisted of teaching something such as a Minute-To-Win-It game (O-49) to something such as proper stroke technique in swimming (O-5). An interesting component of the teaching responsibility was that it was specific to the individual. For example, Josie, a member of the swim team and an accomplished swimmer was able to teach proper stroke technique. Along with observational data referred to above, the following statements lend support for the category of student responsibility.

Personal responsibility is a big deal in this class (Gaia).

Everyone is accountable in this class (Josie).

Coach South always teaches us how to be safe (Sally).

The archery thing we did...we had to be careful (James).

Some of the stuff is a big deal because somebody could get hurt (Bob).

Your safety is more important than anything (Mr. South [O23]).

The category of student responsibility is important on a variety of levels. Taking personal responsibility for one's own actions is a constantly evolving process for young adults. They want to have freedom to do what they want but don't always make the wisest choices when given this freedom. Tied closely to this concept is creating an awareness and opportunities for youth to enhance their understanding of social responsibility.

Summary for Sense of Empowerment. A sense of empowerment was evident as a result of data collected and provides support for how the Advanced Physical Education course reflected Coakley's (2009) pleasure and participation sports model. Categories of student choice, student input, and student responsibility were developed as second iterations of analysis related to empowerment and characteristics such as democratic leadership. Students felt empowered on a variety of levels including their choice of what to wear, what to teach, and the level / intensity of participation. They were also equally empowered regarding their ability to create an inclusive and democratic environment where everyone provided input and had a voice in decisions such as planning the school-wide food drive. In addition, empowerment was also related to student responsibility in terms of being allowed to leave the school grounds and trust activities where irresponsibility could result in someone being injured.

Sense of Connection. The final theme that developed as part of the third iteration of analysis was a sense of connection. Connection refers to a bond or experiences in which individuals feel joined with others (Merriam-Webster, 2005). This theme also answers the

research question regarding how the Advanced Physical Education course reflected Coakley's (2009) pleasure and participation sports model. A sense of connection was supported by data collected from observations, interviews, and documents.

Student / Student Connection. One category reflecting a sense of connection was the relationship students developed between one another. This occurred on various levels ranging from a relaxing environment discussed earlier to observational and interview data indicating that students developed commonalities and friendships as a result of being in the class together. This perspective was also supported by data gathered via documents such as the course objectives (D-1) emphasizing that students were encouraged to work together to ensure that each activity would be enjoyable for the entire class. This was evident in many of the activities observed and was also reflected as a perspective embraced by the students and the teacher.

One term developed from the data was "camaraderie." Camaraderie refers to a spirit which is friendly and in good-fellowship (Merriam-Webster, 2005). More than one student used this term to describe the connection that they felt with others in the class. Students indicated that part of the appeal for the class and participation in sports was related to teamwork and the positive social relationships which evolved and developed as a result.

Mr. South encouraged student-to-student connections by consistently asking them to work together to improve their skills. Prior to beginning any sport or activity, he would very thoroughly explain the exact steps and techniques required for that particular endeavor. This included giving the students key points to focus on and observe in one another's performance. For example, during archery he stated "I want each person to watch and help the other person correct their technique on the release" (O-22). Peers also consistently offered positive critiques

and support of one another such as “that was a good shot” (O-25). The statements below support the category development of student-to-student connections.

I like being on a team and being involved (Nelson).

You’re with your friends (Christopher). [one positive related to the class]

I think one of the good things about the class is that you get to know one another (Sally).

Now guys, help each other (response by Mr. South [O-55]).

There’s a ton of people in my senior class that I’ve never even talked to. A lot of people in this class I had never really talked to [until this class] (James).

I’ve made a lot of friends [in this class] (John).

I think people are a lot more comfortable with each other now than they were at the beginning of the year (Jose).

I like having that common ground for us all to come together (Pierre).

Teamwork and communication is the key in this class (response by Mr. South [O-54]).

If we are trying to get a job done at the food pantry, we all have to work together and we have to have people step up and give directions (Lafoya).

When we were doing the orienteering, we had a specific job for each person and if each person did the job well, then we would get the task done (William).

Teamwork and communication is a big factor (Betty).

I liked helping everyone else out (Papa Georgeo).

It’s [the class] brought me together and closer with everyone in here (Sally).

We’ve had to learn how to work together and we actually had to listen to each other (Gaia).

When we played beach volleyball, we had to listen to our other teammates (Bob).

We’ve learned a lot about teamwork in here (Conway).

Help each other a little bit more...that's what this class is all about (response by Mr. South [O-34]).

Meaningful Experiences. Meaningful experiences were developed as another category related to a sense of connection and characteristics of Coakley's (2009) model. The experiences occurred in various fashions such as opportunities to participate in and reflect on the importance of giving back to the community (O-13). This was exhibited throughout the class by participating in community service opportunities reinforcing the concept of social responsibility. The opportunities were comprised of numerous visits to the local food bank to provide physical assistance with organizing, lifting, and moving food and other essential supplies. Opportunities also included participation in a MS walk held at the school and a school-wide food drive led by the class. During the school-wide food drive, over 4,000 cans were collected. Participants in the class worked diligently to sort, separate, and track the food as it was delivered to the classroom. The "competition" between the classrooms resulted in a win-win for everyone involved. Mr. South had a representative from the food bank visit the class to talk with and explain the importance of their accomplishment. The representative shared that the local food bank usually helped 800 families per month who had a monthly income of \$500-600 (O-42). After she left, the students continued to pack boxes and sort the food. Some of them discussed how they didn't realize the impact of what the collected food meant for the community.

Another way that meaningful experiences were evident was in contrast to activities described by students as "pointless." Students indicated that their motivation and desire (or lack of) to participation in various sports and activities was linked to the value of the experience. Some described their experiences in traditional physical education as "pointless" while others expressed the value of activities such as CPR and self-defense. Closely linked to this concept

were data indicating that the course provided an opportunity to develop total wellness, including an emphasis on the physical, mental, and social aspects of wellness as opposed to focusing only on the physical (D-1).

Lastly, some students expressed their thoughts about the class in terms of broad applicability. In other words, they felt that as a result of being in the class, they had obtained knowledge and skills applicable to situations beyond the classroom. The information below lends support for the development of meaningful experiences as a second iteration of analysis.

You learn about life [in this class], I mean life is a big subject, but particularly how to go on in the real world and use what you've learned (Lafoya).

You learn sports and activities that you could pick back up later in life (Pierre).

I don't like doing things that are random and don't have any real meaning (Papa Georgeo).

This [CPR] has real applicability (response by Gaia [O-35]).

I've figured out how hard it can be to work in a group (response by James [O-47]).

PE teachers [in traditional PE] always had us do activities that were pointless (Christopher).

Self-defense can be used in the real world (Nelson).

Summary for Sense of Connection. A sense of connection was the final theme that developed in relation to the third iteration of analysis. Two categories discussed as second iterations of analysis specific to this theme included student/student connections and meaningful experiences. The first iteration of analysis included codes such as enthusiastic and active teacher involvement, teamwork, camaraderie, and a focus on community service. The development of this theme in the Advanced Physical Education Course reflects Coakley's (2009) pleasure and participation model in how it emphasizes "connections between people" (p. 104).

Research Question 1.1: To what extent do the experiences of the students and the teacher reflect Coakley's (2009) pleasure and participation model?

The extent to which the experiences of the students and teacher reflect Coakley's model are included in the next section. Certain themes which developed from the interviews, observations, and documents answer the research question and are considered from a symbolic interactionist perspective. From this perspective, meaning is fabricated through the processes of interactions between oneself and others. Part of that meaning is derived from symbols that ultimately create and derive meaning for participants.

Sense of Enjoyment. Student experiences as related to a sense of enjoyment reflect characteristics of the pleasure and participation model. Enjoyment can be linked to positive comments such as “we all have fun in this class” (Conway) expressed by students regarding many aspects of the class. Enjoyment can also be linked to data collected during observations which included laughter and smiles. The symbolic nature is impacted in both how the students reflected on their experiences and how as a researcher, I developed iterations of analysis as a result. In other words, there is a relationship between smiles, laughter, and positive verbal expressions and a sense of enjoyment. The relationship creates a symbol which links the reactions to the experience. Not only did the students reflect on their experiences as positive, but I also interpreted the data as reflecting a sense of enjoyment.

Another way the class aligned with tenets of the pleasure and participation sports model to create a sense of enjoyment was the environment in which the activities took place. The environment differed both physically and socially. The physical environment, as described earlier, entailed a room where students each day had the climbing wall and bulletin board as

visual reminders of alternative sport experiences (D-2). This reinforced the non-traditional class structure and allowed students to identify themselves and the class in a similar manner. In contrast, all other physical education classes always met in the gym with sport banners as visual reminders of more traditional sporting experiences. Data from observations and interviews indicated that the physical environment also included a standard practice by Mr. South to have the class involved in outdoor activities as often as possible.

The social environment consistently reflected a relaxed atmosphere in which students talked and laughed prior to and at various points throughout the class. This aligns with research by Smith et al. (2009) indicating that friendship, especially among females, can either facilitate or hamper their engagement in physical education. Observational data indicated that on a consistent basis, Mr. South would casually converse with students to find out how their lives were going. At the sound of the bell to begin class each day, they would gather in a circle seated on the floor. Mr. South would always begin the day with some type of discussion designed to stimulate student participation. He set this precedent on the first day of class when each student was asked to share what they perceived as the most important area(s) in their lives (O-2).

Sense of Empowerment. Another way in which the experiences of the students and teacher reflected the pleasure and participation model was through a sense of empowerment. Empowerment can be linked to democratic leadership, which is one of the characteristics of the participation model. This includes empowering group members to have choices and input. Throughout the observations and interviews, the importance of student choice was evident such as the statement by Nelson who expressed “what appeals to me [about this class] is ‘I have ideas...what do you all think?’” Students were given opportunities to provide input and make

decisions on a regular basis. They were given choices regarding what sport or activity they wanted to teach, along with what day. They were also provided with opportunities to make group decisions (D-1, D-3) regarding where they wanted to eat following activities occurring at venues other than the school. At the ropes course, students chose between two options to descend from the high ropes structure (O-9). One option was to be belayed down. The second option was via a swing. The swing consisted of participants sitting on a designated ledge located near the top of a 55 foot tall Discovery Course. A facilitator would hook a rope to the person's harness and on command, the person would drop steeply and swing freely below until someone at the bottom slowed them down to a stop. Regardless of which option they chose, the significance lies in that they were placed in a position which offered choices.

The concept of "democratization, informalization, and activity choice" (Smith et al., 2009, p. 217) is relevant for both this section and the section to follow. Researchers have used this concept to explain how certain aspects of social life have changed beginning with the mid twentieth century. Democratization refers to more equitable relations which have developed between adults and young people. This has resulted in a more informal and narrower power differential between the two groups. Another outcome is that negotiations more frequently occur. Researchers have found that this can result in more choice and input for young people, which was evidenced by data collected in the Advanced Physical Education class.

Sense of Connection. Another way that experiences of the students and teacher were reflective of the pleasure and participation model was through a sense of connection. Building a sense of connection through working together was one aspect of the class related to the course

objectives (D-1). The sense of connection was evident through the relationships that students had with one another and also the teacher.

There are two aspects of the pleasure and participation model that relates to the connection between students. The first is the relationship to democratic leadership. The second is the relationship to cooperation and competition. Democratic leadership in the form of sharing ideas and insight with one another was a common occurrence among the students. They were often asked to work together to offer positive critiques as they learned a new sport or skill.

According to Williams and Sheridan (2010), cooperation and competition can coexist in ways which are mutually consistent when individuals work with one another toward common goals. The community service component of the class provided just such an experience. At various intervals, the students were responsible for coordinating a school-wide food drive, volunteering at the local food bank, and participating in a walk to raise funds for Multiple Sclerosis (O-36, O-46, O62). Although the food drive was a competition against other classes in the school, the process ultimately involved everyone working toward a common goal with no losers as a result. Early on in the class, Mr. South stated:

We'll have fun in this class but it's not all about us. It's about helping others and not about you individually but what we can accomplish together. This is a class based on trust and leadership. (O-2).

In terms of the teacher, all of the students referred to him as "Coach" South instead of "Mr." South even though the majority of them had never had him as a coach. Data from their interviews indicated that they felt he was someone they could talk to and who cared about them.

This was reflected in statements during the interviews such as “I think Coach South cares” (William).

One point to consider is that although referring to a teacher as “Coach” is a common practice in physical education settings, the title could possibly serve to alienate students who do not feel as if they fit the socially constructed model of athleticism. The sense of connection that developed between the students and Mr. South was also due in some part to his constant involvement in all aspects of the class and the study body. For example, during the Multiple Sclerosis fundraiser, students walked around the track during certain class periods. Mr. South and several other teachers also walked and conversed with the students. However, two other physical education teachers sat high in the bleachers and communicated with the students only when it was time for them to return to class.

Outliers. During the research process, there were outliers that did not specifically impact the iterations of analysis. However, as the investigator, I found them noteworthy as related to the pleasure and participation model. As noted earlier, the model is supported in the class through offering opportunities for students to be in a healthy and enjoyable environment. This model also supports research indicating that rhythmic, non-competitive types of sports and activities are best in terms of overall health and well-being (Curry et al., 2002). The outlier related to injuries sustained outside of class. During the interviews, this aspect was reinforced when many of the students discussed physical injuries related to their involvement in traditional, organized sports.

I have played baseball. I hurt my back and the doctor doesn't know if I should play baseball anymore (William)

I played football until around the 8th grade. I got a concussion in 7th grade and I just didn't want to play after that (Jose)

I played football my 9th and 10th grade years and then I severely broke my ankle and ended up having surgery on it and now it's pretty much metal. I was playing football in a JV game and on kick off, I landed....I fell down and tackled somebody and my teammate shattered it....hit it, and tore all but one ligament (Bob).

Once again, this particular outlier did not specifically impact the iterations of analysis as related to the class. However, it is an important issue as current discourses revolving around health care reform and the high prevalence of youth sport injuries are ongoing.

Another outlier related to societal ideals regarding sports and physical activity. Someone can be ambivalent in how they are simultaneously attracted to and from an idea or situation. The students expressed varying degrees of ambivalence in regards to societal ideals regarding sports and physical activity. Those included frustration with social norms which participants felt placed restrictions on sports girls "can't do" and sports guys "shouldn't do." This also included male perceptions that being male automatically equated with a feeling that therefore, they should be involved in sports. One male student stated that "because I'm a guy, most kids would play football cause if they're active, it's like the biggest thing ever but I pretty much absolutely hate football" (Christopher). Equality, choice, and input (or lack of) is important to consider from the perspective of males regarding lack of equality, choice, and input possibly for males who prefer to be physically active through venues other than sport.

Summary. This section included a discussion regarding the extent to which the experiences of the students and the teacher reflected Coakley's (2009) pleasure and participation model. As students interacted with one another and Mr. South, a sense of enjoyment, empowerment, and connection developed as overriding themes of the study. The themes all

linked to various characteristics of the model. For example, student experiences related to a sense of enjoyment included a relaxing social environment promoting open discussion and dialogue. This correlates with tenets of democratic leadership being supported in a healthy and enjoyable context. Student experiences related to empowerment also link to democratic leadership in that students had a range of choices on any given day regarding their level of involvement. Finally, student experiences related to a sense of connection also correlated with characteristics of the pleasure and participation model. This included the community service component illustrating how cooperation and competition fostered a competitive environment with everyone working toward a common goal. On a different note, the outlier relating to physical injuries occurring in traditional sports is significant in terms of overall health and wellness.

Research Question 1.2: To What Extent are Characteristics of the Model Exhibited by the Teacher and How are the Students Impacted?

Data gathered from this research study indicated that Mr. South did exhibit characteristics of the pleasure and participation model in ways that positively impacted the students. The extent to which this occurred is discussed in context to the three main themes developed as a result of data collection.

Sense of Enjoyment

Beginning with the first day of class, Mr. South verbally acknowledged that “fun” was a part of the course in which exposure to new sports and personal challenges would result in enjoyment (O-1). During his interview, Mr. South also expressed that providing students with an opportunity to enjoy physical activity was linked to his teaching philosophy (I-13). As noted

earlier, Mr. South's selection of gender neutral sports and activities helped to create an atmosphere enjoyable and inclusive for everyone. Observational and interview data supported a sense of enjoyment that was evident on a regular basis throughout the various sport and activity units offered as part of the course. These sports and activities which "differed from normal physical education" (D-1) created opportunities for participation in physical education on a broader level than many students had experienced in the past. As a result of his own personal interest in a variety of sports, Mr. South had developed skills and proficiencies relating to sports taught in the class that were reflective of Coakley's model. When I asked him if he had received training or instruction in these sports as part of his educational experience to become a teacher, he replied "no, not at all" (O-21).

At times, Mr. South would also share his personal perspectives highlighting the athletic capabilities of females. For example, during the golf unit he shared a story about the first female to letter in a male sport at South High School (O-10). According to Mr. South, this particular female lettered as a member of the predominantly male golf team during the mid 1970s. He explained that this female, who eventually became his wife, paved the way for other females to compete in golf at South High School. On another occasion following a unit at the local bowling alley, Mr. South highlighted Sally's abilities associated with bowling four strikes in a row (O-61). By sharing his perspectives, Mr. South offered an orientation toward sports and physical activities situating females as possessing athletic abilities comparable to males. This aligns with research suggesting that rates of physical activity in youth are linked with competence and enjoyment (Paxton et al., 2004; Whitehead & Biddle, 2008).

Another way characteristics of the pleasure and participation sports model were exhibited by Mr. South was through his jovial and witty personality. Observational data supported numerous instances of verbal expressions by Mr. South resulting in laughter and smiles among the students. An example of this occurred during the golf unit when he jokingly said “some of you will look down [after attempting to swing the club and hit the ball] and your ball will still be there” (O-12). His unique way of interacting with the students resulted in visible signs of enjoyment on a daily basis.

Sense of Empowerment

According to the literature, one tenet of democratic leadership involves empowering group members (Gastil, 1994). Mr. South exhibited and promoted the characteristic of democratic leadership among the students which in turn fostered a sense of empowerment and positive group interactions. He provided a space which encouraged students to cooperate and become actively involved in the decision making process. During his interview, he stressed the value of empowering students with opportunities to develop their decision-making capabilities (I-13). This was evident through data collected via observations, interviews, and documents suggesting that students were empowered with opportunities to choose what they wanted to teach, which sport and activity units they wanted to cover, and how they preferred to organize and implement community service projects. Mr. South also assigned groups of students to work together toward a common goal such as utilizing math skills in order to measure and construct the bimini game (O-55). Based on my reflective field notes, it appeared that Mr South deliberately provided minimal input in order to facilitate the group’s decision-making process, such as during the orienteering unit (O-54).

A sense of empowerment and democratic leadership is also linked to shared responsibility among members of a group. Cooperative group work was included as part of the course objectives (D-1) and Mr. South also set the tone for the class on the first day when he began to emphasize responsibility and stated “this is a unique class...there is nothing else like it in the school” (O-1). Reinforcement of individual accountability and responsibility occurred at regular intervals throughout the class. For example, prior to being allowed on the structure at the high ropes course, students were required to practice moving the claws of the other person while on the ground. At no time was anyone allowed to move their own claws. They had to communicate with their partner by verbally asking to move their partner’s claw. The partner then had to verbally acknowledge the request. Finally, the first individual had to state that they were moving each claw prior to the action taking place. This is just one example illustrating how Mr. South provided experiences which reinforced student responsibility, a sense of empowerment, and democratic leadership.

Sense of Connection

Data collected via observations and interviews indicated many ways in which a sense of connection between the students and Mr. South was developed and nurtured. He was highly involved in the class and joined with the students on a daily basis as a participant in the various sports and activities. Throughout the course, there was never an observation noted where he asked the students to do something that he wasn’t willing to do. He expressed genuine concern for the students by talking with them and learning about their interests and issues specific to each person. Mr. South was very proficient at all of the sports and activities; he worked patiently and diligently with each student to help them become proficient. Students were respectful of the

knowledge level of Mr. South and the respect was evident by their attentiveness. As one student expressed, Pierre admitted during his interview that one of the reasons he decided not to participate in a particular sport his senior year was because Mr. South, who had also been the coach of that particular sport, was no longer coaching. All of the students referred to him as “Coach” South instead of “Mr.” South even though the majority of them had never had him as a coach. He worked diligently to build genuine relationships with the students. This was indicative on the second day of class when he asked each student to share the most important thing or things in their life (O-2). The statements below lend support for the student/teacher perspective as related to a sense of connection.

I had Coach South in another class and I really liked him as a teacher (James).

I can joke around with him (Pierre).

I think he’d do anything for anybody (Jose).

Hey, coach, can’t you do any better than that? (response by Sally [O26]).

Every person gets a chance to try everything (Josie).

He always knows what he’s talking about (Lafoya).

He is always willing to help (Nelson).

If you’re having trouble with something, he will tell you how to do it until you get it right (Bob).

He [Mr. South] is the one I talk to the most (Conway).

He wants for us as much as we do to do well at it and get something out of it (Betty)

He tries to make it [the class] a good experience for us (John)

Coach South really helped bring us all together (Papa Georgeo).

Overall, data collected also indicated that Mr. South was successful in creating an inclusive environment for the students, which aligned with course objectives promoting the social component of wellness (D-1). This characteristic of the pleasure and participation model was evident on the part of the teacher based on data gathered during the observations and interviews. However, there was one instance when an interaction between Mr. South and a male student resulted in exclusion rather than inclusion (O-54). Students were attempting to follow orienteering maps that they had created for one another. At the beginning of class, one student talked while Mr. South was reviewing the process. Mr. South addressed the student and told him that it was inappropriate to talk while someone else was talking. He then added that it would be beneficial for the student to respond to adults with a “yes sir or no sir.” The student saluted Mr. South with his hand and sarcastically responded “Yes sir!” At that point, Mr. South asked the student to go to the office for the remainder of class due to his disrespectful demeanor. Later during the interview with that particular student (Jose), he brought up the incident and stated that he was not “in the mood” for orienteering that day. This suggests that although a teacher can create an inclusive environment, there are external factors over which he has limited control.

Summary. This section highlighted the extent to which characteristics of the pleasure and participation model were exhibited by the teacher and how students were impacted. The discussion included data collected from observations, documents, and interviews regarding the manner to which the characteristics were evident.

Research Question 1.3: To What Extent is the Model Supported, Expanded, and Refuted?

The extent to which the pleasure and participation model is supported, expanded, and refuted is discussed in the next section. This research question is answered by considering how

the themes which developed in the Advanced Physical Education course can further our understanding of the potential contributions and limitations of the pleasure and participation model.

Sense of Enjoyment

The extent to which the model is supported was evidenced by data collected via observations, interviews, and documents. Results from the data, as prior indicated in the findings, suggested that participants in the study did experience a sense of enjoyment aligning with characteristics of the pleasure and participation model. This was noted previously in how the course objectives stated that sports and activities in the class should be enjoyable (D-1) and how this enjoyment was indicative through the students' laughter and smiles such as when playing Chinese Ping Pong (O-57). A sense of enjoyment was also evident in interview data such as "I've enjoyed this class more than any other PE [Physical Education] class I've ever had" (Sally).

One point for consideration is how notions of ablebodiedness impacted the extent to which the model was supported. During the process of data collection, I noticed that with the exception of one student, all participants were in positions to enjoy the class because of their ablebodiedness.. As an ablebodied researcher, I also found myself in a similar position. This is not to suggest that each student was capable of excelling in every sport and activity offered. In fact, there were many instances where the opposite was true. For example, during the archery unit (O-22), William stated that he was not any good at that particular sport. However, his ablebodiedness afforded him the opportunity to participate in a manner such that inclusivity was taken for granted. This is also not to suggest that enjoying a sport or activity requires someone to be

able-bodied. In fact, one of the appealing and notable characteristics of the pleasure and participation model is inclusion regardless of ability. For example, one participant in the study was limited in terms of his able-bodiedness due to his weight. Yet data collected throughout the observations and interviews indicated that his sense of enjoyment and inclusive involvement was equivalent to that of the other participants. This might not have been the case if the class had mirrored a power and performance sports model. Therefore, there is a direct correlation with the pleasure and participation model which supports inclusion and “(dis)ability differences” (Coakley, 2009, p. 105).

Sense of Empowerment

A sense of empowerment reflected another way in which the pleasure and participation model was supported. As illustrated by the findings discussed earlier in this chapter, a sense of empowerment supported tenets of the pleasure and participation model as related to student choice, student input, and student responsibility. This included opportunities such as students choosing what they wanted to teach (O-47) and what they chose to wear. This theme also reflected course objectives (D-1) requiring students to become more responsible through choices aimed at ensuring the safety and well being of all participants. John expressed this during his interview when he stated “on the high ropes course, you had to depend on your teammate and they depended on you to make sure everybody was safe.”

Sense of Connection

A sense of connection as evidenced by data collected during the investigation indicates that to a favorable extent, the pleasure and participation model was supported in the Advanced Physical Education course. Participants indicated that they felt a spirit of camaraderie and

shared identity as part of the class as indicated by statements such as “that’s what I like about sports and this class. You make a lot of friends and meet a lot of new people” (Bob).

A sense of connection was also evident through opportunities such as outdoor cooking (O-7) where students not only had to work together to accomplish the goal (campfire/meal preparation), but they also connected with one another as a result of the time spent together in a relaxing atmosphere (eating outside). Opportunities such as this aligned with the course objectives (D-1) and provided experiences to positively impact the mental and social well being of participants in terms of the relationships and meaningful experiences that were indicative as a result of the study. In this regard, I expanded the pleasure and participation model by considering “wellness” as related to health. Wellness encompasses the mind, body, and spirit in ways positively impacting the mental, physical, and social aspects of an individual (Meyers & Sweeney, 2007). Concepts of wellness consider the mind and body as interdependent and mutually related, although this mindset has not characteristically been supported in traditional epistemological thought (Thayer-Bacon, 2003). From a wellness perspective, not only were students able to connect with one another, but they were also able to connect with themselves.

Closely related to the previous concept is consideration for how using a course such as Advanced Physical Education to address prevailing ideologies related to power and performance sports could enhance lifelong wellness for males. According to the statements below, some males in the class shared their view that physical contact in sports helped to relieve anger.

[Physical] contact relieves stress off a person if somebody is mad about something (Bob)

If you get mad and slide and tackle someone in soccer or trip them and take them out, it’s a direct kick and, or indirect kick or direct kick and you move on. (Papa Georgeo).

...with football, it's kind of a way, you know, if you get mad at school...you can go to football and you can just take out all that anger by hitting stuff (James).

In the same manner, I have often heard others state that contact sports in the form of physical aggression are good for males because they can use that physical release to get rid of anger. My positionality is that contact sports have undoubtedly provided an outlet for many young males (and females) to channel their anger. However, I also feel that youth need other “tools for their toolbox.” These “tools” should focus on ways to connect with themselves, such as meditation, yoga, and non-contact sports in order to further develop healthy outlets for anger once they are no longer playing sports. This suggests that findings from the study did not so much refute the model, but rather fell short of potential. For example, the expanded description of health as overall “wellness” could be considered in enhancing the Advanced Physical Education course in ways which could offer opportunities to learn about how non-contact sports, such as running, could offer an outlet for anger and frustration. This would address mental well-being as one of the elements necessary for high levels of wellness.

As a result of data collected during the study, the model was refuted based on certain aspects of connection and inclusion. Although the pleasure and participation characteristic of inclusion was evident as part of the class, considering this concept from a slightly different and less transparent view refutes the model to some extent. Inclusion refers to an environment supportive of all students regardless of race, class, gender, ethnicity, language, religion, sexual orientation, or family background (Sapon-Shevin, 2010; Grenier, 2007). Yet one could argue that the lack of heterogeneity specific to race, for example, refutes the extent to which inclusivity in the class was evident. As part of the data collected for the class, this topic was never discussed. However, one could argue that the lack of differences minimized the extent to which

inclusion occurred. As a White researcher, this could also have affected the study as related to the unspoken and unacknowledged “connection” I had with the research participants, who were also all White.

Data collected during the investigation indicated that another way in which the model was refuted to some extent was due to traditional gender ideologies. Traditional gender ideologies at times created situations in which female students could possibly have felt excluded, less capable, or less connected. References to gender ideologies by the teacher and male students were evident in some interviews and observations. However, they were not evident to the extent that a particular theme developed surrounding this issue. The references by Mr. South were subtle and always appeared to be unintentional. For example, during the unit on camping, Mr. South asked the students to move some cinderblocks as part of the process of building a fire. When two females stepped in to assist, Mr. South told them to “let the guys do it” (O-33). Although the *actions* of the male students during my observations were never indicative of gender prejudices, there were *verbal* indications of gender bias based on data collected during observations and interviews. During Papa Georgeo’s interview, he rationalized that there are “some sports girls can’t do like baseball...girls have softball.” Interestingly, he also stated:

I’m horrible at baseball and in baseball you’re throwing it, like, 95 miles an hour and in softball, like, I love playing it because they are throwing it so slow that I can hit it.

During one observation, Pierre casually remarked to Conway that he “threw like a girl.” (O-49). At another time, one male called another male a “pussy” in a derogatory, joking manner (O-19). During the interviews, more than one male stated that girls shouldn’t play football. Neither the females nor the teacher heard the comments in any of the instances when data were being collected. However, it is important to note that this may not have been the case in all

instances where gender ideologies were evident. Another interesting reflection regarding gender ideologies was shared by a female participant as she told a story about the men's soccer team at her old school. The coach of the men's team forced the male athletes to wear tutus and run around the field as a result of what he deemed as a subpar performance. Although a very intelligent individual as indicated by her oral expression and conveying of ideas, the female participant was unable to critically reflect on the overall experience and reacted to the story by stating "I don't think he was really making fun of girls" (Gaia).

Another way to analyze the Advanced Physical Education course from a critical feminist perspective is in terms of ideologies relating to gender equity. Achieving gender equity in sports and physical education is partly dependent upon how sports are defined, organized, and played. Some researchers have suggested that one way to change the structure of sports is to consider how programs could include a sense of connection between teammates and opponents (Anderson, 2010). This could also apply to sports taught in physical education. However, one challenge with recommendations such as this is the devaluation of sport programs that do not reproduce dominant gender ideologies. In education and physical education, just as in sports, gender equity is often tied to ideology and power issues. According to Coakley, the pleasure and participation model is not the dominant model of sports in the United States and there are many linkages with sport and physical education. As such, this model is also not the dominant model in physical education.

Other ideologies in which the model was refuted to an extent related to class and access to economic capital. Instead of establishing connections, issues such as this often serve to create divisions. For example, one particular day Mr. South stated "You guys need to prepare your

kayaks, canoes, and life jackets for the next unit” (O-8). The way it was stated suggested that he assumed many of the students had such items at home. For those who didn’t have access to these items, this could have resulted in students who felt less connected to the class. Yet these particular items are expensive and relate directly to who has or does not have access to economic capital. For example, the cost of a basic kayak or canoe is approximately \$300. At the same time, there were more instances than not when Mr. South was receptive to the possible lack of economic capital of the students. The cost for the high ropes course was \$10.00 per participant. Mr. South told the students prior to the trip

If money’s tight, I need for you to tell me and don’t be embarrassed about it. I know money’s tight and it’s not a big deal. We’ll work it out. Don’t feel like because of the money situation you can’t go. Everyone can go. (O-7).

Not necessarily expressed in the inclusion literature, but economic capital goes a long way in helping students feel connected as part of the group. For example, Josie talked about her family’s lack of economic capital as the main reason why she chose not to play softball. The comments below express her feelings of exclusion as related to economic capital.

It’s just how the whole money situation goes around here...some people don’t feel comfortable playing with the team because of it....my parents...we’re not big on money...money’s tight in our family (Josie).

There were also indications that access to economic capital was evident with some of the students. One stated that “over the summer, I go to the beach to surf...in the winter, I snowboard and oh yeah, I wakeboard too” (Papa Georgeo). The distinctive interests discussed as one of the findings also set students apart from other students who might not have access to particular

sports such as lacrosse, kickboxing, bull riding, flying, showing horses, motor cross racing, and surfing.

Summary

This section includes data indicating how the pleasure and participation model was supported, expanded, and refuted throughout the investigation. The discussion was situated within the three themes (sense of enjoyment, empowerment, and connection) which developed throughout the course of the study.

Chapter Summary

This chapter has presented the findings from the research related to the research questions and themes developed. The findings indicate that the class did reflect Coakley's pleasure and participation sports model. The findings also indicate ways in which the model was supported, expanded, and refuted. To arrive at these conclusions, systematic procedures were followed related to the findings. As data were collected, segments in the data set were identified relative to the research study. Categories were constructed through open coding and resulted in three iterations of analysis. The overall theme development included a sense of enjoyment, a sense of empowerment, and a sense of connection. The themes are further synthesized in relation to characteristics of the pleasure and participation model and theoretical framework in chapter 5.

Chapter 5

Synthesis and Discussion of Findings

Chapter Introduction

This chapter is organized to synthesize and discuss various aspects of the findings from chapter 4 as related to characteristics of the pleasure and participation model, literature review, and theoretical framework.

Democratic Leadership

Democratic Leadership can be defined as “primarily concerned [with] cultivating an environment that supports participation, sharing of ideas, and the virtues of honesty, openness, flexibility, and compassion” (Starrat, 2001, p. 338). According to Coakley (2009), this is one characteristic that distinguishes the pleasure and participation sports model from the power and performance sports model. An example representing the difference in sports would be to consider the role of a coach and athlete. In most traditional sports, the coach serves as a hierarchical figure ultimately making decisions about every aspect of practice and competition. In sports such as gymnastics or wrestling, the coach also may have control over the athletes in a much broader sense related to what and how much they eat and weigh. The illustration of the angry teacher in chapter 4 highlights the contrast in an educational setting regarding democratic leadership. As pointed out in chapter 2, many scholars have advocated for democratic processes supporting student choice and control over their learning environment (Morrison, 2009; Noddings, 1995; Thayer-Bacon, 2008). However, some argue that tenets of democracy often conflict with ideologies surrounding neoliberalism, which promote individualism, competition, and success. One aspect of neoliberal ideology includes the shift to standardized testing which is

purported to result in higher student achievement. Yet in the case of physical fitness testing which is arguably tied to this ideology, results have not produced a healthier or more physically fit population (Pangrazi, 2010). The next section considers the extent to which democratic leadership was evident from an interactionist perspective.

From an interactionist perspective, social order occurs on a micro level as individuals interact with one another and prescribe meaning to those interactions. Symbolic interactionism is one subset of interactionist theories and includes concepts developed by Mead, Blumer, Cooley, and Goffman (Birrell & Donnelly, 2004; Hendricks, 2006; Scheff, 2005). This perspective posits social interaction as an active process negotiated by participants as they make meaning in and of their world. There is a constant conversation between internal thoughts and emotions and the social behavior of individuals as interactions are occurring. During this study, as students found themselves interacting with one another in various decision making capacities, they assumed the roles of leaders and exhibited behaviors that reflected this role. For example, participants in the class embraced the opportunity to plan and implement a school-wide food drive. They worked diligently in various leadership capacities to successfully complete this project.

Although the types of sports and activities in the class were reflective of the pleasure and participation model, it is important to reiterate that elements of this model and the power and performance model can be found in many common examples of sport. If one considers the meanings that an individual gleans through the socialization process, I would argue that although the *structure* of certain sports may seem to align with a power and performance model, the result of the actual *experience* could align with the pleasure and participation model. To illustrate and

support this point, I use an example from my own early involvement in youth sports. My first encounter with organized youth sports occurred during fourth grade when I became a member of the school-sponsored basketball team. This sport seems to align more with a power and performance model respective to the use of strength, speed, and power. Yet as a participant, my recollection and meaning of the actual experience aligned more with the pleasure and participation model. Interestingly, this was not based on how the coach positioned us on the court, but rather how he positioned the experience and the game as something to be enjoyed regardless of whether we won or lost. According to Anderson (2010), a coach maintains a great deal of power in socializing individuals into a particular belief system, and to a lesser extent, a coach also maintains the ability to alter certain sport structures. Thus, “as gatekeepers, coaches maintain a great deal of sway in determining the social outcomes of sport” (p. 48). This philosophy would also apply to physical education teachers and reinforces the extent to which the teacher can influence student experiences.

Although the existence of democratic leadership was evident, there were also ways in which one could argue that this characteristic was refuted. As discussed earlier in this chapter, there was evidence from the data indicative of democratic leadership. However, a more thorough consideration from a broader perspective refutes this to some extent. Although democratic leadership was evident, the degree to which on a broader scale could be considered debatable. One main premise relating to democratic leadership entailed student choice, voice, and input. From a critical and interactionist perspective, the negotiated process was highly dependent upon socially constructed and acceptable patterns of behavior and impression management. For example, although students were encouraged to express their thoughts and

ideas, they did so by playing certain roles considered acceptable within their peer group and the educational setting. Participants presented their ideas in a prescribed manner that was well received by everyone in the group. In a similar fashion, Goffman (1959) points out that when a group of individuals are together “performing,” there is often a necessity for “reciprocal dependence” in which members “are forced to rely on the good conduct and behavior” of one another (p. 82). Therefore, democratic leadership was evident to the extent that participants conformed to existing ideologies in how the term is constructed by definition and action.

Another point for consideration in terms of democratic leadership is how “institutional structures influence individual rates of choice through structurally induced motives, structural governance of information, and structural patterns of sanctioning power” (Loy & Booth, 2004, p. 38). In reflecting on the initial impetus for the class, it was developed as an institutional solution to hopefully minimize discipline problems in traditional physical education classes.

Inclusive Participation

For the purposes of this study, inclusive participation referred to a physical education or sport environment in which all students feel welcome and participate regardless of their ability, race, class, gender, ethnicity, language, religion, sexual orientation, or family background (Grenier, 2007; Sapon-Shevin, 2010). This type of environment is much different from one in which those who excel athletically are awarded by given the greatest amount of participation time. In traditional physical education classes, an example representing an environment that is not inclusive would be a sport or game such as tag in which students are eliminated as part of the outcome to determine an overall winner. In sports, another example would be athletes who

practice as part of the team, but receive minimal or no experience during actual competition due to others who are more athletic and/or skilled.

As discussed in chapter 1, inclusive participation is related to the concept of what types of ability, race, class, gender, ethnicity, language, religion, sexual orientation, or family background are required for what types of games and sports. Another question linked to this concept is to consider which sports and games are promoted in educational settings throughout the United States, both during and after school, and who benefits as a result. One way to consider this is from the perspective of the Olympic Games. Most would agree that there is a sense of prestige and honor associated with being a member of the United States Olympic team. However, part of that process requires exposure and an opportunity to participate. Yet in the United States, exposure and opportunity to participate in certain sports varies greatly by geographic area and is often limited to those with economic, cultural, and social capital. In educational settings, the traditional sports offered are often based on a power and performance model in which strength, speed, and power are precursors for success. Although sports such as canoeing/kayaking, archery, fencing, and shooting are all Olympic events, very rarely are they offered or highly promoted in public schools. These sports would be even less accessible in rural and low income areas.

Interestingly, sports such as the ones included above offer a different type of athleticism and skill set required for more traditional sports. Yet many young people may never have an opportunity to participate because the first exposure to these types of sports often occurs in higher education settings which excludes young adults who do not attend college. The Advanced Physical Education class provided an exception to this limited exposure. Due to the

diversity and range of sports and activities offered, students were able to see a wider spectrum of athletic ability required for various sports. For example, one male student who was also a member of the football team found himself unable to perform as well in some sports offered as part of the Advanced Physical Education course. Other male participants shared that they were surprised to find that the females in the class were often equally or more competent in certain sports such as archery.

An inclusive atmosphere also involves not only those who are encouraged to participate, but also the quality of the experience. The quality of the experience can be diminished when there are what I have termed “outcome discrepancies.” Outcome discrepancies refer to the intended or preferred outcomes of participants as compared to the teacher, coach, or other individuals in positions of power. Research by Cooky (2009) illustrates this point in relation to sporting opportunities for females. There are now an abundance of sporting opportunities available for females in comparison to availability prior to Title IX. However Cooky points out that although the number of opportunities has risen significantly, the outcomes related to participation are still linked with ideologies situated within competition and dominance. Yet research has consistently indicated that in youth populations, having fun and being with friends override winning in sports (Brady, 2004; Butcher et al., 2002). Nevertheless, most opportunities for involvement in youth sports and physical education are based on a power and performance model where winning is considered the ultimate goal. The Advanced Physical Education class offers a very different kind of experience.

Further consideration of an inclusive atmosphere also includes a more in-depth consideration of fitness testing. In the review of literature in chapter 2 and earlier in this chapter,

issues with fitness testing were addressed. As opposed to the majority of physical education classes requiring fitness testing, this class did not. The absence of required fitness testing has positive ramifications aligning with characteristics of the pleasure and participation model. In relation to inclusion, research indicates that some students self-select to *exclude* themselves in traditional physical education classes by hiding in the bathroom or skipping school on the days that testing was scheduled to occur (Martin et al., 2010; Zhu et al., 2010). This is also explained in research by Brooks and Magnusson (2006) who indicate that students often avoid participation or attendance in physical education by forgetting to bring their uniforms, bringing notes from home stating that they were unable to participate, or refusing to participate by just standing around. In contrast, participants who felt that they were physically marginal individuals found their participation advantageous (promoting well-being) when given choices such as the type of activities and an inside or outside environment.

From a symbolic interactionist perspective, individuals create meaning based on their experiences. For example, the broad range of inclusive sports and activities offered in the Advanced Physical Education class provided opportunities for students to create meaning and process the success (or lack therein) of those who might *appear* to be the most athletic as compared to their peers. What they sometimes found was in contrast to images often purported in society and the media as most athletic. This was illustrated by one female who might not be classified as having an “athletic build,” yet she seamlessly completed every element of the high ropes course. Additionally, since many of the sports and activities in the Advanced Physical Education course were new experiences for the students, it is worth reflecting on how a *lack* of meaning based on prior sporting and physical education experiences could be positively

associated with the meaning that students take away as a result. For example, the majority of the students had never been to a high ropes course before. Once there, the females actually had less difficulty maneuvering throughout the various elements than the males. Another example related to archery, where the females often outperformed the males. This discussion illustrates ways in which student experiences can either reinforce, negate, or create new meanings for participants as they interact with one another in their social worlds.

One important point to consider is the key role that Mr. South played in creating an inclusive environment positively impacted the students. One way this occurred was by exposing students to a broad spectrum of sports and activities. During the process of data collection, Mr. South explained that he was not made aware of or exposed to many of the sports and activities as part of his teacher education preparation program. As I reflected further in the field notes, an interesting point of analysis emerged. Many physical education teachers at the secondary level are also coaches. Coaching requires a huge time commitment and the dual role of coach and physical education teacher has been described as a position in which the individual spends 90% of their time (coaching) preparing for 10% of their income (coaching salary) (Hey & Esslinger, 2011). Unless they develop the knowledge and competencies necessary for sports such as the ones taught in the class on their own time, it could be an issue of when/how they can become knowledgeable and competent in alternative courses such as this. There is also the sporting mentality of coaches related to neoliberalism and competition in which product of winning is valued to a much greater extent than anything else. This often creates an *exclusive* rather than *inclusive* environment. It is also important to consider that many teachers may not be able to unpack their own successful athletic experiences ultimately leading them to pursue a career in

Physical Education. Without critical reflection of this experience, many may be less aware of how students with differences such as ability, race, class, gender, and sexual orientation are negatively impacted in the space of physical education and traditional sports.

Use of Cooperation and Competition With Others to Develop and Test Skills in a Healthy and Enjoyable Context

The three themes which developed throughout the study (sense of enjoyment, empowerment, and connection) were all linked to how Mr. South incorporated the use of cooperation and competition to develop and test skills in a healthy and enjoyable context. One way this occurred was the manner in which Mr. South defined excellence or success in the class as related to the pleasure and participation model. The participation-model is represented by performing to one's capabilities or "flow" as opposed to the performance-model which emphasizes excellence or success as defined by winning (Csikszentmihalyi, 1990). The concept of flow accentuates the importance of achieving a balance between skill and challenge to produce an overall sense of enjoyment in the endeavor. There are also other attributes within the participation-model which align with health and wellness. The body is viewed as a source of enjoyment in contrast to the power and performance model in which the body is viewed as a machine. I would add that not only the types of body usage, but also the types of activities offered and valued within physical education are based on dominant ideologies associated with competition and winning at all costs, which is characteristic of the power and performance sport model. Additional contrasts exist when considering that opponents are desired in the participation-model in order to provide opportunities for connections and competing with others who are viewed as "partners in creating and meeting physical challenges" (Coakley, 2009, p.

105). In the performance-model, opponents are emphasized as enemies to be conquered and defeated.

This section will now shift to interactionist theory to explore how the characteristic of cooperation and competition with others in a healthy and enjoyable context is related to dramaturgical performances and impression management in a *physical* sense. Symbolic interactionism posits individuals as attempting to see themselves through someone else's eyes in order to bring meaning to, interpret, and act upon that information. Much of the work by Goffman (1959) focuses on this aspect and how that as a result, individuals become engaged in dramaturgical performances of life where they manage their behaviors and those of others through constantly reoccurring social interactions. However, I would argue that there is less room in the *physical* sense for management of "performances" on stage in traditional physical education settings. This in turn results in less feeling of control by the students, who are the performers.

To more fully understand the concept, it is necessary to reflect on the literature included in chapter 2 suggesting that some youth experience negative outcomes as a result of youth fitness testing and general physical education experiences (Azzarito & Solomon, 2005; Martin et al., 2010). These individuals are often marginalized due to ability, race, class, gender, ethnicity, language, religion, sexual orientation, or family background. As a result of any one or a combination of these differences, students may not be able to camouflage their *physical* differences in the same manner that daily interactions can be assimilated in other areas within the educational environment. For example, students can choose how to manage their verbal interactions and social relationships in ways they have learned to be socially constructed as most

acceptable. Yet social life which takes place on stage is must more difficult to perform in the physical sense when one is limited due to the differences, such as ability, referenced earlier. Someone can be fully aware of and strive to assume an athletic persona. However, they may be unable to perform this role for their audience of peers and the teacher if they do not possess the strength, speed, or power required to manage the impression that they wish to portray to themselves and others. An example would be someone who is unable to perform well on the required physical fitness tests. Since Mr. South developed the Advanced Physical Education course without requiring physical fitness testing, this provided an opportunity for students involved in this study to feel an underlying sense of control as related to how they must perform on the stage with their peers and teacher as the audience. Included in this process was a decision by Mr. South to de-emphasize physical traits such as strength, speed, and power. Instead, most of the sports offered students in the class an opportunity to develop and maintain *physical* credibility of their on stage social performance if they so desired. The sense of control at an individual or micro level is also linked to larger issues of power on a macro level as related to how the meanings and interpretations that arise from daily interactions among individuals are influenced by socially constructed notions of “athleticism” based on the promotion of and participation in certain sports throughout the United States.

The course reflected the characteristic of cooperation and competition with others to develop and test skills in a healthy and enjoyable context in a variety of ways. All three themes indicating a sense of enjoyment, empowerment, and connection related to tenets of this characteristic. For the purposes of this study, cooperation refers to working with others to accomplish common goals in a manner which fosters constructive relationships among students

(Pangrazi & Beighle, 2010). In a similar fashion, competition as related to the pleasure and participation model refers to a process of striving with one another in order to seek excellence together (Shields & Bredemeier, 2009). Part of this process includes providing a healthy and enjoyable context in which all participants associate pleasure and satisfaction through their socially constructed experiences supporting concepts related to wellness. Wellness is defined as mental, physical, and social well-being encompassing the body, mind, and spirit in ways which optimize the full capabilities of each individual (Hattie, Meyers & Sweeney, 2004; Myers & Sweeney, 2007). Proponents of participation-sports promote the social benefits of encouraging everyone to participate in a variety of physical activities and although winning might possibly be an outcome, it is deemphasized.

Within this class and beyond, the use of cooperation and competition in the context of working with others as opposed to competition in the context of defeating others is a promising avenue for healthy growth and development relevant to wellness. The following scenario illustrates this point. As a faculty member in a Physical Education department at a college in the Southeastern United States, I often observe elementary physical education classes with my students. During one recent observation, the elementary school students were playing a game where they were instructed to lie on their backs in a straight line, head to toe. The objective of the game was to pass a ball, using only their feet, to the next person in line. This required them to raise their legs over their head while lying on their backs as they attempted to pass the ball to the next person by placing it between their feet. At first, the students seemed focused on trying to coordinate their bodies to achieve the objective. However, when the physical education teachers divided the students into multiple lines and turned the activity into a competition, many

of the students immediately began to cheat. As noted in relation to Coakley's (2009) performance-model, cheating is more prevalent in such settings. If competition is such that it promotes cheating, are there ways to revisit the process? This also illustrates the point that a competitive atmosphere, although appealing to some, may not always appeal to others. In the same fashion, the "dark side" of competition should also be considered.

Competition throughout this study was purposefully defined and situated in a context relative to the pleasure and participation model. As such, negative implications associated with competition were minimized. Instead of focusing on competition *against* one another, emphasis was placed on competition *with* others in a healthy and enjoyable context. Yet a sociological perspective related to competition highlights how competition is intertwined with meritocracy. Meritocracy refers to the ideology that "rewards go to people who deserve them due to their abilities and qualifications" (Coakley, 2009, p. 319). This is linked to class ideologies suggesting that rewards are fairly allocated through competition. However, this belief reinforces competing against others instead of with others. Since those in power often benefit from this mentality, they continue to encourage this mindset. As a result, a "false consciousness" often occurs in which socialization processes encouraging norms and values of the status quo are accepted as positive, even when the conditions are not in the best interest of all involved (Eitzen, 1998, p. 195).

Research by Smith et al. (2009) found that some students prefer a non-competitive environment. As discussed in chapter 2, the researchers conducted a qualitative investigation with 24 focus groups involving female and male adolescents (15-16 years of age) from England

and Wales. Results from the study indicated that for some, a non-competitive environment had a positive impact on confidence and self-esteem levels of the participants.

Cooperation and competition in a healthy and enjoyable context can also be considered from the perspective of what specific sports are taught and in what manner. By introducing certain sports and not others, there is the appearance of a hidden curriculum which privileges competitive and aggressive males who have greater athletic ability to outperform others (Kane & LaVoi, 2007). Occurrences such as this on a regular basis can serve to create an undesirable and exclusive environment for both male and female students who are inclined to be less competitive and aggressive. The pleasure and participation sports model offers a roadmap for a more inclusive environment and should be promoted to a greater extent since research suggests that youth are more likely to participate in physical activity when they are having fun and feel accepted. (Butcher et al., 2002). A critical perspective provides further insight into how cooperation and competition can occur (or not) in a healthy and enjoyable context.

One subset of critical theory is critical feminist theory. From this perspective, the dynamics of gender relations in social life and issues of power can be explored in efforts to explain what is known about these aspects of our social world. This includes consideration of how gender ideology is produced, resisted, reproduced, and changed in and through every day experiences. Although many consider critical theory as predominately concerned with macro issues in society, the ways in which gender ideology is affected through daily experiences is also indicative of a micro approach. In relation to sports, some critical feminists consider sports to be activities in which the “meaning, purpose, and organization are grounded in the values and experiences of men and celebrate attributes associated with dominant forms of masculinity in

society” (Coakley, 2007, p. 39). This reiterates findings by Cooky (2009) which highlights how certain forms of agency are both constrained and enabled through daily social interactions influenced by embodied structures. Some critical feminists seem to align themselves with the pleasure and participation model in that they strive to create a sports environment where there is more emphasis placed on cooperation and concern instead of competition and dominance. In some ways, this can be viewed as similar to radical feminist perspectives that support the creation of new standards and visions for sports which are created by females for females. However, it is important to note that there is a diverse range of feminist thought regarding involvement in sport and physical activity. For example, from a liberal feminist perspective, females are perfectly capable of and should be allowed full access to any sport available for males.

The Advanced Physical Education class did provide an environment where notions of power as evidenced by competition and dominance were minimized. From a critical perspective, social order is negotiated through power and ways in which it is both reproduced and resisted. Critical research can promote change as a result of the understandings and can also examine society from a macro approach rather than just a micro approach (Merriam, 2009). For example, if results from the data indicate that students interpret their experiences as enjoyable, which then translates into higher levels of physical activity, then why aren't more courses such as this being offered in the county in addition to or in lieu of strength training courses?

Play. As indicated in chapter 1, one purpose of this study was to determine if the pleasure and participation model could be expanded. Part of the expansion included examining the model from various aspects related to play theories which were included as part of the

literature review in chapter 2. Play theories are expanded upon as related to the characteristic of using “cooperation and competition with others to develop and test skills in a healthy and enjoyable context” (Coakley, 2009, p. 674). This is important given the recent scholarship indicating the importance of play to child and adolescent health (Brown, 2009; Frost, 2010). Just as with physical activity, play can positively impact the healthy development of children and adolescents (Elkind, 2007). Socialization patterns can also be explored through perspectives related to play. According to Elkind, cooperation and competition are two important social skills that children learn through game play. It is interesting to consider these two characteristics of the pleasure and participation model. Elkind points out that cooperation and competition are “heavily socially conditioned” (2007, p. 159). My analysis of the class expanded the model when considering the importance of play as related to pleasure and enjoyment. A sense of enjoyment developed as one of the themes. The relaxing environment served as part of the reason for that enjoyment, including opportunities for unstructured and spontaneous play. The continuum between the pleasure and participation model as compared to the power and performance model is considered in the next section.

One definition of sport underscores the balance between play and spectacle. Play can be defined as “an expressive activity done for its own sake” and spectacle can be defined as “a performance meant to entertain an audience” (Coakley, 2009, p. 7). Sports which place more emphasis on play, are more participant-oriented and intrinsic whereas those which place more emphasis on spectacle are more extrinsic and spectator-oriented. Yet once again, many sports can contain elements of both. In an age where adult-structured sporting environments have become the norm, it is important to consider how the pleasure and participation characteristics

resemble play. For example, democratic leadership comes into “play” almost immediately when youth get together in an unstructured format. I have observed this numerous times with my own children and others. As soon as the interaction begins, one of the first discourses that will occur between them is “what do you want to play?” The response is often “Well, I don’t know...what do you want to play?” In a similar fashion, cooperation and competition which is less focused on rules and winning and more focused on play can result in youth led initiatives to develop leadership skills of which they are unaware. During an informal conversation, a former professional baseball player for ten years recently reiterated that point. He stated that his experiences growing up playing youth-led baseball resulted in cooperation in the midst of competitive play because they all realized that a game could never continue until conflict was resolved.

In returning to the work of Hendricks (2006) noted previously, it is important to consider how he analyzes play from a sociological perspective. As part of his sociological analysis, he applies the work of various social theorists such as Marx, Durkheim, Weber, Simmel, and Goffman. A more in-depth analysis of play, utilizing Goffman’s work, offers an opportunity to consider the pleasure and participation model in a different light. Up to this point, many who read about the contrasting models might be inclined to agree that elements of the pleasure and participation model offer more opportunities for fun and play and therefore should have value equal to or greater than the power and performance model. However, according to Hendricks, modern play tends to be bureaucratically organized with a technical emphasis. In addition, the technical emphasis often focuses on development of specific skills with less emphasis of the ultimate worth of the endeavor. This mindset reflects a competitive capitalist society and could

help to explain why opportunities for youth to be physically active are often limited to competitive sports. The same could be said for elective high school physical education classes which support actual preparation for competitive sports such as strength and conditioning. As related to the variances in the performance- and the participation-models, it is imperative to consider what opportunities are *not* being offered during and after school and what dominant ideologies are being reproduced as a result.

According to Goffman (1959), playing in the form of games is an example of one's individual involvement in his or her own activity. He discusses how too much stimulation can produce anxiety whereas too little stimulation can produce boredom. In many ways, this is similar to Csikszentmihalyi's (1990) flow theory referred to earlier in this chapter. In his research on flow, Csikszentmihalyi found that an experience of flow was more likely to occur when participant's physical abilities matched the difficulties of the situation. In some ways, the performance- and participation-models can be explored more deeply based on Goffman's writings. Goffman posits that one's involvement and experience in games and play occurs along a vast spectrum and points out that organized sports are a result of formalization and institutionalization. Coakley (2009) also addresses this in his distinction between power and performance sports and pleasure and participation sports. One consideration is that for those individuals who excel athletically, too little challenge might be boring. The lack of challenge could result from a lack of competitors of equal or superior ability or a lack of intense competition. Therefore, the performance-model meets the needs of those individuals. Another consideration is that for those individuals who do not excel athletically, too much challenge might create worry and anxiety. The anxiety could result from trying to compete with others who

have superior ability in a highly competitive atmosphere. For those individuals, a participation-model could possibly meet their needs.

Hendricks (2006) work on play as human expression also relates to Coakley's examination of formally and informally organized youth sports. The formal organization tends to mirror characteristics associated with a performance-model consisting of a top-down hierarchical structure whereas the informal organization tends to mirror characteristics associated with a participation-model consisting of a bottom-up model. The participation-model aligns closer with Hendricks's description of youth-controlled play where personal freedom and intrinsic rewards are more likely to be a part of the overall experience. The bottom-up view is also similar to Huizinga's conception of play in which people are able to both interpret and build their world. This aligns with theoretical traditions associated with symbolic interactionism.

Chapter Summary. Throughout the data collection process, it was evident that the Advanced Physical Education course reflected Coakley's (2009) pleasure and participation model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context. Considering the characteristics from critical and interactionist perspectives offered further insight into ways in which the course reflected tenets of the model. For example, in relation to democratic leadership, students assumed roles related to this characteristic. These roles included experiences that students indicated which allowed them to make their own decisions. Inclusive participation was discussed as related to ways in which the Advanced Physical Education course provided exposure to a wide variety of sports and activities inviting to everyone. This also included a consideration for sports and activities involving a more diverse

range of athleticism and skill set than often found in traditional physical education courses. The use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context was evident in that all three themes (sense of enjoyment, empowerment, and connection) relate in some manner to this characteristic.

Characteristics of the pleasure and participation model were exhibited by Mr. South in a variety of ways. As a result, students were enabled with experiences related to democratic leadership, inclusive participation, and cooperation and competition with others to develop and test skills in a healthy and enjoyable context. Regarding democratic leadership, Mr. South provided an environment which encouraged and empowered students in the decision making process such as what sport and activity units to cover, how to organize community service projects, and what sport or activity they wanted to teach. Mr. South promoted cooperation and competition in a healthy and enjoyable context on a variety of levels. This included how he defined success in relation to performing to one's own capabilities and by not requiring physical fitness testing.

This chapter has summarized ways in which the Advanced Physical Education course reflected Coakley's pleasure and participation model. Throughout the discussion, the themes which developed were synthesized with the research questions and theoretical framework. This included a consideration for ways in which the model and findings from the research can help to explain how the dynamics, origins, and consequences of social interaction affect individuals in their social worlds.

Chapter 6

Conclusions, Implications, and Recommendations

Chapter Introduction

This chapter is organized to present conclusions, implications, and recommendations as a result of data collected and analyzed throughout the research study. The purpose of the investigation was to explore the extent to which an Advanced Physical Education course reflected Coakley's (2009) pleasure and participation model and how the students were impacted as a result.

Conclusions

This exploratory, qualitative, descriptive case study documents the experiences of 15 students and 1 teacher in an Advanced Physical Education course. A qualitative approach to this study provided an opportunity to systematically investigate the processes through which individuals choose to participate in sport and physical education, along with how they derive meaning from their participation. Throughout the process, the following questions were addressed:

1. How does an Advanced Physical Education course reflect Coakley's (2009) pleasure and participation model in terms of (a) democratic leadership, (b) inclusive participation, and (c) the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context?
 - 1.1 To what extent do the experiences of the students and the teacher reflect Coakley's pleasure and participation model?

1.2 To what extent are characteristics of the model exhibited by the teacher and how are the students impacted?

1.3 To what extent is the model supported, expanded, and refuted?

As discussed in chapter 1, the study was predicated on the assumption that understanding student experiences in sport and physical education are important in determining their interest and level of participation. Focusing on student experiences offers an opportunity to consider ways in which levels of participation and interest vary widely based on ability, race class, gender, ethnicity, language, religion, sexual orientation, or family background (Grenier, 2007; Sapon-Shevin, 2010).

Data obtained from semi-structured interviews, observations, and documents were analyzed. Data analysis procedures included a constant comparative method in which conceptually congruent categories were constructed to develop multiple iterations of analysis. There were three themes that developed throughout the process of data analysis. Those included (1) a sense of enjoyment, (2) a sense of empowerment, and (3) a sense of connection. A sense of enjoyment included a relaxed atmosphere in which traditional measures of success as related to testing and grading were not contingent upon athletic ability such as completing the mile run in a certain time. In addition, initial codes during the first iteration of analysis included students describing the class as fun, exciting, and different than what they normally experienced in traditional physical education. A sense of empowerment included categories such as student choice, student input, and student responsibility. Students felt empowered on a variety of levels, including being equally empowered regarding their ability to create an inclusive and democratic environment where everyone provided input and had a voice in decisions. A sense of connection

was the final theme that developed in relation to the analysis. Three categories supporting this theme were student/student connections, student/teacher connections, and meaningful experiences. This included regular, active involvement of the teacher on a daily basis, a focus on teamwork, and camaraderie.

Interactionist and critical theories were utilized jointly to analyze the meanings that the students gave to their experiences in the class and how the meanings were constructed as they engaged with one another and the teacher. This included addressing dynamics of power in relation to the meanings and experiences. Play theories, such as considerations related to the concept of flow (Csikszentmihalyi, 1990), were also applied to the characteristics of Coakley's model in various ways. From an interactionist perspective, social order occurs on a micro level as individuals interact with one another and prescribe meanings to those interactions. Critical theory posits that social order is negotiated through power and ways in which it is reproduced and/or resisted. During this study, as students found themselves interacting with one another in sports such as archery and kayaking, they were able to devise meanings that were often very different than their experiences in traditional sports. For example, many of the sports allowed an opportunity for females in the class to do equally as well, if not better, than the males. Play theories were included to consider how a sense of "flow" (Csikszentmihalyi, 1990) can impact the overall experience. Flow theory includes the necessary balance of skill and challenge in order to produce enjoyment. Considering this balance can provide insight into how physical education courses and youth sports could be structured to meet the needs of all individuals. If someone's skill level is below what is necessary for the challenge, then they may become

discouraged and disengaged. However, if someone's skill level is beyond what is required by the challenge, then they may become bored and disinterested.

Conclusions from the study indicated that the Advanced Physical Education course did reflect the pleasure and participation model in terms of democratic leadership, inclusive participation, and the use of cooperation and competition with others to develop and test skills in a healthy and enjoyable context. Based on these characteristics, data from the research study indicate that the model was supported. It could be argued that the extent to which the model was supported is based on multiple factors such as the structure of the program, the grading process, and the physical environment. However, the extent to which the model was supported focused predominantly on how the students interpreted their experiences as indicated by the findings from the research. Student overwhelmingly expressed their pleasure with the Advanced Physical Education course. Specifically, their satisfaction with the course as evidenced by data collected during the observations and interviews was linked with the three main characteristics of the pleasure and participation model. Interestingly, their dissatisfaction with sporting environments outside the class were linked with characteristics aligning more with a power and performance model.

In relation to democratic leadership, students were offered opportunities to make choices and provide input on multiple levels such as what they wore and the type of environment. Inclusive participation was evidenced by the types of activities offered in which students were not eliminated based on their lack of competence or ability. An inclusive environment was also present in that there were no outcome discrepancies evident on the part of the teacher in conflict with the students. Finally, the course was reflective of Coakley's model in in that students were

provided with an environment to cooperate and compete with others to develop and test skills in a healthy and enjoyable context. This was evident in how students were positioned to work with one another to achieve goals as opposed to working against one another. This alternative view of competition created opportunities for students to collaborate and cooperate with one another without an overriding focus on defeating someone else or being defeated in the process. This was evident in expressions by students indicating that the course was fun and enjoyable with no pressure.

The overall conclusion of this study is clear. As with sports, the discipline of physical education often includes ideologies emphasizing competition and dominance. The ideologies are linked with broader issues in society such as meritocracy and reflect characteristics aligning more with a power and performance model. However, this study indicates that there are students who eagerly embrace the pleasure and participation model when given the opportunity to do so.

Implications

What can school administrators, practitioners, and policy makers in education, physical education, and sport take away from this study? What insights does it offer about how to engage more students in physical activity through sport and physical education? The following section will discuss implications of this study that may be valuable for school administrators, practitioners, and policy makers in education, physical education, and sport who are either charged with or influence decisions relative to these areas.

The first implication is to ensure that there are a variety of opportunities offered both during and after school to meet the needs of a diverse student population. The first area for consideration relating to this implication involves opportunities that are offered during school.

This will require revisiting the offerings of traditional physical education courses, especially at the high school level. For example, in the county where this research took place, there are four high schools. Only one of the four schools offers the Advanced Physical Education course included in this study. However, all four schools currently offer multiple sections of an Advanced Physical Education course focusing on strength and conditioning. Not surprisingly, the majority of students who enroll are male athletes. As Whitehead (2010) noted, opportunities need to be made available for females and males who do not have an interest in following traditional physical education offerings. Tied to this implication is the absolute necessity for a qualified teacher who is comfortable and competent in instructional methods associated with non-traditional sports. It is important to remember that many physical education teachers instruct their students with the very best of intentions regarding their educational experience. However, intentionality is not enough. It is important for teachers to be cognizant of how differences in ability, race, class, gender, ethnicity, language, religion, sexual orientation, and family background may affect experiences along a socio-positive or socio-negative continuum. Also tied to this implication is a consideration for how course offerings vary greatly based on geographic areas and the socioeconomic status of the surrounding communities.

The second area for consideration related to the first implication is after school opportunities. Many public schools offer after school sports such as basketball, football, and soccer as extracurricular options to positively enhance student development. Descriptors such as strength, courage, trust, sweat, fear, challenge, perseverance, teamwork, determination, and bravery are often associated with the positive benefits that can be derived from participation in traditional sports. Many would argue that this is precisely why sports are such a valuable

experience and why all youth should participate. However, students in the Advanced Physical Education course used exactly the same words as they described their experiences on a high ropes course. Although not considered a sport, the high ropes course did require skills related to adventure sports such as rock climbing and kayaking. These types of experiences are considered by some to be alternatives to organized sports and encompass a wide variety of physical activities which many students enjoy. Yet most after school opportunities are limited to traditional sports such as football, basketball, baseball, and softball. In addition, after school opportunities offering various levels of competition in traditional sports should be considered. Although an individual may not possess the skills to be a member of a particular team, this doesn't mean that they shouldn't be afforded an opportunity to engage in physical activity. This becomes a key point when considering the fact that schools are publically funded entities that should strive to meet the needs of all students. In addition, what can be accomplished in a class such as the one included in this study is very similar to what is purported to be the benefits of sports participation in a competitive environment.

The second implication is to consider how student voices can provide insight into their preferences and levels of physical activity. This study aligns with research suggesting that youth are more likely participate in sports and physical activity when they experience feelings of competence, fun, and socio-positive outcomes (Paxton et al., 2004; Whitehead & Biddle, 2008). However, student voices are often overshadowed by adults who create a pressurized environment to win and succeed. Not only is this evident in sports, but also in physical education. For example, researchers agree that there are negative correlations with youth fitness testing such as embarrassment and crying (Boiarskaia, 2010). Yet according to the students in this study, the

pleasure and participation model aligns with what motivates them to participate. Based on this model, students should have a voice in choosing whether they prefer to work with or against someone in a physical activity setting. For those who so desire, this provides a space for everyone to win while expanding their knowledge and ability.

The third implication to consider is how the development of the sub-disciplines of sport sociology and physical education as separate entities have created tension for researchers such as myself who wish to more fully explore the connections rather than the divisions. As a result, one implication of the study is that it represents an example in the scholarly literature of how the relationship between the two sub-disciplines can be exemplified.

Recommendations for Future Research

This section outlines recommendations for future research based on the results of this study. One recommendation is to research current physical education teacher preparation programs at the college and university level to determine if students are offered opportunities to become proficient in and taught the value of teaching non-traditional sports. Closely tied to this recommendation is examining whether students are taught to become aware of and think critically about their own sociocultural experiences related to sport and physical activity. This is an extremely important aspect of helping them to understand how their own sociocultural experiences have impacted their experiences in sport and physical education and how that will ultimately impact the experiences they provide for youth in a teaching or coaching setting. Many students choose to become physical education teachers because of their high levels of proficiency and success in traditional sports. However, physical educators should be exposed to a variety of sports, some of which may place them outside their own comfort zones. An

additional benefit which could be derived is that those same physical educators will become more receptive to students of all ability levels. On the same note, there is a need for more research from a sociocultural perspective to evaluate physical education curricula in public schools to determine what is being taught or not taught. This includes more than, for example, the principal just reviewing lesson plans or observing a physical education class for a day or two throughout the school year. Instead, this research should include a sociocultural evaluation which incorporates tenets of Coakley's model from a student perspective.

Another recommendation for future research includes continuing to explore participant perspectives regarding their experiences in sport and physical education. This requires more in-depth analysis regarding *why* adolescents choose not to participate. Data indicating that rates of participation decline as youth grow older are not sufficient in terms of developing ways to reverse this trend. Instead, additional research is needed which considers socialization outcomes through reflecting on the characteristics of the pleasure and participation model. Related recommendations also include determining the extent to which youth prefer sport and physical education opportunities which align with play theories and offer an opportunity to participate just for the experience....without an overemphasis on outcome. If outcome measures are to be addressed, then they should include student experiences rather than focusing solely on physical fitness outcomes since this obviously hasn't resulted in a more fit nation or greater motivation for students to engage in physical activity.

The final recommendation for research relates to competitive environments in sport and physical education. For example, competitive youth sports are often promoted as a way to increase physical activity levels along with combating obesity and other health-related medical

conditions in the United States (Sabo et al., 2004; Sabo & Veliz, 2008). Many physical education courses also mirror a competitive team sports environment. Yet obesity rates have doubled between 1985 and 2008 paralleling the popularity of competitive sports which also grew significantly. Therefore, research is necessary which examines these trends more closely. Research in this area would be especially significant given that non-competitive, rhythmic movement is the most beneficial in terms of health (Curry, Arriagada, & Cornwell, 2002).

Closing Thoughts

My goal has been similar to Coakley's (2007) in that I hope this research has contributed to the existing literature in ways that will continue to develop an awareness and vocabulary relating to sport forms that have the potential to offer individuals expanded possibilities for physical and social experiences. In addition, this research has hopefully provided additional insight supporting recommendations by the National Association for Sport and Physical Education (NASPE) encouraging parents, teachers, and coaches to "emphasize enjoyment and the love of movement and physical challenges" in youth sport programs so that higher percentages of young people will integrate various forms of physical activity and sport throughout their lives (2010, p. 3). A valuable aspect of the pleasure and participation model is that it promotes the social benefits of encouraging everyone to participate in a variety of physical activities, which aligns with reasons cited by youth for their involvement in sport. This also corresponds with recommendations to increase levels of physical activity by offering a wider variety of options during and after school and in communities (Azzarito & Solomon, 2005; Couturier et al., 2005).

It is my hope this research has contributed to the existing literature in emphasizing the importance of youth sport and physical education initiatives aligning with Coakley's pleasure and participation model (Anderson, 2010; Cooky, 2009). I would further suggest that although the pleasure and participation model may not be the primary sport form, the attributes, characteristics, and benefits have great potential. In some ways I consider this similar to inequities in society relating to other broad social issues such as education and income. Participation in physical activity of all different forms should be available to all youth, regardless of ability. This will require a reexamination of existing opportunities in sport and physical education.

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Appendices

Appendix A



Institutional Review Board
Office of Research
1334 White Avenue
Gunnville, TN 37956-1529
Phone: 865.974.3465
Fax: 865.974.7400

August 17, 2010

IRB#: 8302 B

TITLE: Exploring the pleasure and participation sports model as defined by Coakley (2009) through a 12th grade Advanced Physical Education: Lifetime Sports Course

Buchanan, Rebecca
Physical Education
P.O. Box 947
Emory, VA 24327

DeSensi, Joy
Kinesiology, Recreation, & Sports Studies
328 HPER Building
Campus - 2700

Your project listed above has been reviewed and granted IRB approval under expedited review.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. If signed consent forms are being obtained from subjects, they must be stored for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice (Form R) on the anniversary of your approval date.

Sincerely,


Brenda Lawson
Compliances

Enclosure



Institutional Review Board
Office of Research
1524 White Avenue
Knoxville, TN 37995-1529
Phone: 855.574.1466
Fax: 855.979.7400

April 14, 2011

IRB#: 8302B

TITLE: The pleasure and participation sports model as reflected through an Advanced Physical Education Course

Buchanan, Rebecca
Physical Education
P.O. Box 947
Emory, VA 24327

DeSensi, Joy
Kinesiology, Recreation, & Sports Studies
328 HPER Building
Campus - 2700

This is to inform you that your Form D request for modification in the above protocol has been approved. This approval does not affect the original approval date.

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. To retain signed consent forms from subjects for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

We wish you continued success in your research endeavor.

Sincerely,

Brenda Lawson
Compliance

Enclosure

FORM D

APR 8 2010

**Status for Changes and/or Project Termination for Form B Approved
Research Involving Human Subjects**

Research Compliance Services
Office of Research
The University of Tennessee, Knoxville
1534 White Avenue
Knoxville, TN 37996-1529

1. IRB No.: 8302 B
2. Principal Investigator: Rebecca Buchanan
Department: Kinesiology, Recreation, and Sport Studies
3. Mailing Address: Emory & Henry College, King Center, P.O. Box 947
City: Emory State: VA Zip: 24327
4. Project Title: The pleasure and participation sports model as reflected through an Advanced Physical Education course

PLEASE CHECK THE APPROPRIATE BOX(S) BELOW (see instructions on next page):

5. ☒ Change of Project Title
6. ☐ Change of Principal or Co-Principal Investigator(s), Other Collaborators, Student Advisor
7. ☐ Change(s) to Project Which Affect Participation of Human Subjects
8. ☐ Change(s) to Informed Consent Forms and/or Assent Form(s)
9. ☐ Additional Locations for Conducting Project
10. ☐ Adverse Events
11. ☐ Project Completed -- Please Close the IRB Files.

12. SIGNATURES

Principal Investigator: Rebecca A. Buchanan Date: 4-4-11

Student Advisor: [Signature] Date: 4-5-11

Departmental Review*: _____ Date: _____
*(if required)

APPROVED
By [Signature]

APR 14 2011

Appendix B

APPENDIX D

Assent Form

Understanding student experiences in Advanced Physical Education: Lifetime Sports

The purpose of this study is to gain an understanding of your experiences in the Advanced Physical Education: Lifetime Sports class. By participating in this study, you may be able to develop a greater understanding of what types of physical activity you enjoy most and why. You might also learn to reflect on the various types of sport and physical activity such as some which are competitive and some which are cooperative and what that means to you. Participating will not involve any added risk to your normal class sessions.

If you choose to participate, you will be interviewed for approximately 45-90 minutes. The interviews will be audio-taped and transcribed. At some point, you will be given the option of reading your interview responses. It will be your choice. Participation also includes asking you to write in a journal to reflect on your experiences in the course.

The audio-taped interviews and transcripts will be stored on a password protected computer in the King Center, room 384, at Emory and Henry College. In order to protect your identity, you will be given a fake name or you can choose your own. There will be nothing mentioned in any report about the study that would allow someone to figure out you participated. Because the recorded interviews may be useful in the future, I would like to keep your audio-taped interviews for use in research, papers, and presentations. At no time would the audio-taped interviews be reproduced or removed from my possession, used by any other person, or used for any other purposes than what I have stated. If you do not want your audio-taped interview preserved for these purposes, please indicate below and I will erase it at the end of the study. No matter what, your name will not be connected to your information in any way.

If you have any questions at any time about the study or the procedures, you may contact me at the telephone number or email listed below. I am also willing to meet with you at any time. If you have questions about your rights as a participant, you may contact the Office of Research Compliance Officer at (865) 974-3466.

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be erased.

I have read the above information and agree to participate in the study. I have received a copy of this form.

_____ It is not okay to keep my audio-taped interview after the study ends; please erase it.

Participant's Name (Please Print)

Participant's Signature

Date: ____/____/____

Rebecca Buchanan

Emory & Henry College

Physical Education Department

Phone: 276-944-6831

Email: rbuchan3@utk.edu

EXPEDITED APPROVED

DATE

8/17-2018

Brenda L. Patton

Compliance Officer & TRB Administrator

Appendix C

APPENDIX C

Parental Consent Form

Understanding student experiences in Advanced Physical Education: Lifetime Sports

The purpose of this study is to gain an understanding of your child's experiences in the Advanced Physical Education: Lifetime Sports class. By participating in this study, your child may be able to develop a greater understanding of what types of physical activity they enjoy most and why. They might also learn to reflect on the various types of sport and physical activity such as some which are competitive and some which are cooperative and what that means to them. Participating will not involve any added risk to your child's normal class sessions.

If you choose to allow your child to participate, they will be interviewed for approximately 45-90 minutes. The interviews will be audio-taped and transcribed. At some point, your child will be given the option of reading their interview responses. It will be their choice. Participation also includes asking your child to write in a journal to reflect on their experiences in the course.

The audio-taped interviews and transcripts will be stored on a password protected computer in the King Center, room 384, at Emory and Henry College. In order to protect your child's identity, they will be given a fake name or they can choose their own. There will be nothing mentioned in any report about the study that would allow someone to figure out your child participated. Because the recorded interviews may be useful in the future, I would like to keep your child's audio-taped interviews for use in research, papers, and presentations. At no time would the audio-taped interviews be reproduced or removed from my possession, used by any other person, or used for any other purposes than what I have stated. If you do not want your child's audio-taped interview preserved for these purposes, please indicate below and I will erase it at the end of the study. No matter what, your child's name will not be connected to their information in any way.

If you or your child has any questions at any time about the study or the procedures, you may contact me at the telephone number or email listed below. I am also willing to meet with you at any time. If you have questions about your rights as a participant, you may contact the Office of Research Compliance Officer at (865) 974-3466.

Your child's participation in this study is voluntary; they may decline to participate without penalty. If they decide to participate, they may withdraw from the study at any time without penalty and without loss of benefits to which they are otherwise entitled. If they withdraw from the study before data collection is completed their data will be erased.

I have read the above information and agree to allow my child to participate in the study. I have received a copy of this form.

_____ It is not okay to keep my child's audio-taped interview after the study ends; please erase it.

Student's Name (Please Print)

Parent's Name (Please Print)

Parent's Signature

Date: ____/____/____

Rebecca Buchanan

Emory & Henry College

Physical Education Department

Phone: 276-944-6831

Email: rbuchan3@utk.edu

EXPEDITED APPROVED

DATE 8-17-2010
Brenda Lawson
Compliance Officer & IRB Administrator

Appendix D

APPENDIX E

Consent Form

Understanding student experiences in Advanced Physical Education: Lifetime Sports

The purpose of this study is to gain an understanding of your experiences in the Advanced Physical Education: Lifetime Sports class. By participating in this study, you may be able to develop a greater understanding of what types of physical activity you enjoy most and why. You might also learn to reflect on the various types of sport and physical activity such as some which are competitive and some which are cooperative and what that means to you. Participating will not involve any added risk to your normal class sessions.

If you choose to participate, you will be interviewed for approximately 45-90 minutes. The interviews will be audio-taped and transcribed. At some point, you will be given the option of reading your interview responses. It will be your choice. Participation also includes asking you to write in a journal to reflect on your experiences in the course.

The audio-taped interviews and transcripts will be stored on a password protected computer in the King Center, room 384, at Emory and Henry College. In order to protect your identity, you will be given a fake name or you can choose your own. There will be nothing mentioned in any report about the study that would allow someone to figure out you participated. Because the recorded interviews may be useful in the future, I would like to keep your audio-taped interviews for use in research, papers, and presentations. At no time would the audio-taped interviews be reproduced or removed from my possession, used by any other person, or used for any other purposes than what I have stated. If you do not want your audio-taped interview preserved for these purposes, please indicate below and I will erase it at the end of the study. No matter what, your name will not be connected to your information in any way.

If you have any questions at any time about the study or the procedures, you may contact me at the telephone number or email listed below. I am also willing to meet with you at any time. If you have questions about your rights as a participant, you may contact the Office of Research Compliance Officer at (865) 974-3466.

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be erased.

I have read the above information and agree to participate in the study. I have received a copy of this form.

_____ It is not okay to keep my audio-taped interview after the study ends; please erase it.

Participant's Name (Please Print)

Participant's Signature

Date: ____/____/____

Rebecca Buchanan

Emory & Henry College

Physical Education Department

Phone: 276-944-6831

Email: rbuchan3@utk.edu

EXPEDITED APPROVED

DATE 8-17-2010
Brenda Taylor
Compliance Officer & TRB Administrator

Appendix E

Observational Instrument

AREA:	NOTES:
Democratic Leadership Group members have choices and/or input and share ideas with one another Group members resolve conflicts amicably in a manner which encourages honesty, openness, flexibility, & compassion Inclusive Participation Group members participate in sports/activities equally, to the fullest extent possible, regardless of disability, lack of ability, or differences related to race, class, gender, ethnicity, language, religion, or family background Group members support efforts of one another in encouraging and positive ways Cooperation and Competition Group members work with one another in a constructive manner to accomplish common goals Group member participate in sports and activities in which emphasis is placed on competing against oneself Healthy and Enjoyable Context Group members express pleasure or satisfaction with the class and/or activities offered through verbal and/or non-verbal expressions Group members participate in activities which support concepts related to wellness	

Appendix F

Student Interview Protocol

Topic domain: Physical Education

Lead off question:

(S1) Why did you decide to take this course?

Possible follow up questions:

- 1) How did you find out that the course was offered?
- 2) Tell me about other physical education courses you've had in the past.
- 3) How is this course different?
- 4) What have been some of your favorite activities in the course?
- 5) Why?
- 6) What have been some of your least favorite activities in the course?
- 7) Why?
- 8) Is there anything you would do to make the course better?

Topic domain: Physical Activity

Lead off question:

(S2) Can you tell me about your physical activity level?

Possible follow up questions:

- 1) How would you define "physical activity"?
- 2) What are your favorite types of physical activity?
- 3) Tell me about your preferred environment when participating in physical activity.

Topic domain: Sports

Lead off question:

(S3) Can you tell me about sports in your life?

Possible follow up questions:

- 1) What appeals and/or does not appeal to you about sports?
- 2) How would you define sports?
- 3) What kind of sports do you enjoy most?
- 4) Why?
- 5) What kind of messages and from whom did you learn about sports?

Topic domain: Democratic Leadership

Lead off question:

(S4) Can you tell me about your experiences in this class working with others?

Possible follow-up questions:

- 1) Relating to the above question, recall an incident if you can.
- 2) What does it mean to you?

Topic domain: Inclusive Participation

Lead off question:

(S5) To what extent have you participated in the sports and activities offered in this class?

Possible follow-up questions:

- 1) Would you describe any activities in which you have not been able to participate?
- 2) Can you share a time when you felt excluded from something?
- 3) If so, how did it feel?

Topic domain: Cooperation / Competition With Others in Healthy / Enjoyable Context

Lead off question:

(S6) What would you describe as the ideal type of competitive environment in sport and physical activity?

Possible follow-up questions:

- 1) Can you tell me about competition in this class?
- 2) How is competition in this class similar or different to your competitive experiences in other physical education classes or sports?
- 3) Has there ever been a time when you did not enjoy competition?
- 4) If so, can you describe?
- 5) Does this class provide a healthy and enjoyable environment?
- 6) If so, to what extent?

Topic domain: Teacher

Lead off question:

(S7) Tell me about the relationship you have with your teacher in this class.

Possible follow-up questions:

- 1) What do you like about how the teacher structures this class?
- 2) What do you not like about how the teacher structures this class?

Topic Domain: Summary / Debriefing

Lead off question:

(S8) How do you feel about the questions I have asked you?

Possible follow-up questions:

- 1) Is there anything else you would like to add?
- 2) Do you have any questions about the interview?

Appendix G

Teacher Interview Protocol

Topic domain: Physical Education

Lead off question:

(T1) What is important to you about this class and the students?

Possible follow up questions:

- 1) What is your understanding about how this class came into existence?
- 2) How many years have you been teaching this class?
- 3) Tell me about other physical education classes you've taught in the past.
- 4) How is this class different?
- 5) What is your teaching philosophy?
- 6) What are or have been some of your favorite activities to teach in the class?
- 7) Why?
- 8) What have been some of your least favorite activities that you've taught as part of the class?
- 9) Why?
- 10) How do you go about planning the curriculum and activities for the class?
- 11) What do you feel are the most important concepts to teach?
- 12) In what ways have you learned to teach the various activities in this class?

Topic domain: Physical Activity

Lead off question:

(T2) Can you tell me about your physical activity level?

Possible follow up questions:

- 1) How would you define "physical activity"?
- 2) What are your favorite types of physical activity?
- 3) Tell me about your preferred environment when participating in physical activity.

Topic domain: Sports

Lead off question:

(T3) Can you tell me about sports in your life, both past and present?

Possible follow up questions:

- 1) What appeals and/or does not appeal to you about sports?
- 2) How would you define sports?
- 3) What kind of sports do you enjoy most?
- 4) Why?
- 5) What kind of messages and from whom did you learn about sports?

Topic domain: Democratic Leadership

Lead off question:

(T4) Can you tell me about student leadership in this class?

Possible follow-up questions:

- 1) Relating to the above question, recall an incident if you can.
- 2) Can you tell me about student choice in this class?

Topic domain: Inclusive Participation

Lead off question:

(T5) To what extent have you encouraged student participation in the sports offered in this class?

Possible follow-up questions:

- 1) Would you describe any activities or situations in which you've had students who did not or were not able to participate?

Topic domain: Cooperation / Competition With Others in Healthy / Enjoyable Context

Lead off question:

(T6) What would you describe as the ideal type of competitive environment in sports & physical activity?

Possible follow-up questions:

- 1) Can you tell me about competition in this class?
- 2) How is competition in this class similar or different to your competitive experiences in other physical education classes or sports that you've taught or coached?

Topic domain: Students

Lead off question:

(T7) Tell me about the relationship you have with the students in this class.

Topic Domain: Summary / Debriefing

Lead off question:

(T8) How do you feel about the questions I have asked you?

Possible follow-up questions:

- 1) Is there anything else you would like to add?
- 2) Do you have any questions about the interview?

Vita

Rebecca R. Buchanan grew up in Fancy Gap, Virginia where she graduated from Carroll County High School. She received her B.A. from the University of North Carolina, Chapel Hill while on a full athletic scholarship in track and field. While at UNC, she was an eight-time All-American and Atlantic Coast Conference Champion and record holder. She was a finalist in the 1996 U.S. Olympic Trials, a member of the 1997 U.S. World Championship Team, and ranked as one of the top ten female U.S. 400-meter hurdlers for three years. She earned her M.S. in Sport Management from the University of Tennessee-Knoxville while serving as a graduate assistant in the Exercise Science, Sport, and Leisure Studies department. In 2011, Rebecca received a PhD in Education with a concentration in Sports Studies from the University of Tennessee-Knoxville. She is employed by Emory & Henry College, where she served as Assistant Dean of Students for five years before becoming a full-time faculty member within the Physical Education department.