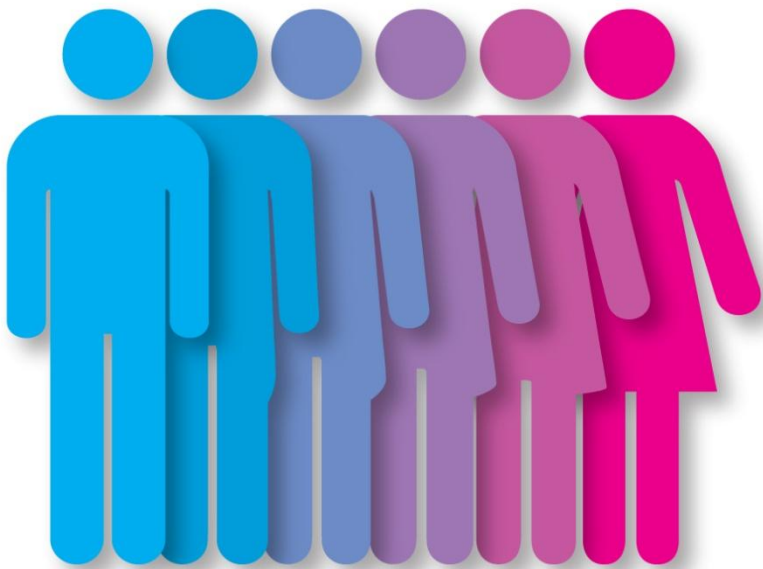




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Measuring Pupil's Perceptions of Gendered Identity in Secondary School Physical Education



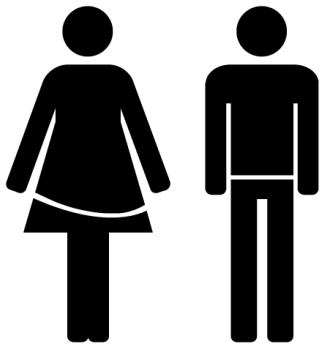
Rachel Williams, Adam Evans

Introduction



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- Subjects within a field reinforce dominant ideologies about gender, shaping practices within the PE environment (Veilija & Kumar, 2009; Petrie, 2004).
- Children's understanding of body, sex and gender, progresses through a sequential pattern (Bem, 1993).



- **2009/10** - 52% of girls compared to 58% of boys participated in PE/school sport, the differences apparent throughout all year groups (Quick et al., 2010).

Pierre Bourdieu



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“Research without theory is blind, and theory without research is empty”

(Bourdieu & Wacquant, 1992, p.162).

Work framed predominantly in class and for many years had little to say about woman or gender.



Different social spaces, occupied by men and woman determine their interactions and experiences – Cultural Capital (Bourdieu, 1978).



“masculine domination assumes a natural, self-evident status through its inscription in the objective structures of the social world” (Bourdieu, 1990a cited in McNay, 2000, p.37) which as McNay (2000, p.37) states “is then embodied and reproduced in the habitus of individuals” (Thorpe, 2010).



Potential for the deepening and developing the theorizing of gender, the body and embodiment in sport and physical culture (Thorpe, 2010).

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Aims



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- **Examine the history of gender inequality to date.**
- **Review the current structures of the educational framework and whether they address present gender issues.**
- **Measure pupils' perceptions of the gendered identity within secondary school PE.**
- **Apply sociological concepts throughout to reduce bias and bring a greater depth of understanding to the subject area under investigation.**

Literature Review



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- Jarvie & Maguire (1994) argue that the world of sport is largely dominated by men.
- Physical Education and youth sport has become a key focus for sport policy in England; yet social exclusion policies go largely unheard of within the world of sport (Coalter et al., 2000).
- Sports related experiences and attitudes begin from the very start of life (Kay, 2003) “Life-styles are thus the systematic products of habitus” (Bourdieu, 2010).
- By the time children go to school they have already made the connection between sport and masculinity, and a distance between sport and ‘feminine’ behaviour (Kay, 2003) - ‘doxic’ attitude (Bourdieu 2010).
- GCSE PE does little to break down existing gender relations of PE and often reinforces ideas about the gendered body (Velija and Kumar, 2009).
- Multiple femininities and multiple masculinities (Caudwell, 2003).



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Methodology



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Study Design

**Cross – Sectional Study Design
Triangulation Methods**

Ethics

Procedure

Sample Size – 60 Year 10 Students

Data Analysis

Pilot Study

Interviews piloted assessing validity of:

- Clarity of questions.
- Pitched at appropriate level.
- Likelihood of extracting rich descriptive data.

Questionnaires piloted assessing reliability:

Paired sample T-Tests/IBM SPSS version 19

Qs, 3,5,6 show no significant differences

$t = .000$ $df = 4$ $p > 0.05$

$t = -1.000$ $df = 4$ $p > 0.05$

$t = 1.000$ $df = 4$ $p > 0.05$

Descriptive Qs, 1,2,4,7,8,9,10

Coded—Raw data themes

Competitive environment

Team environment

Attitudes towards mixed lessons

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Results/Discussion



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Emotional Responses/ Field

“Boy’s dominate”

“Well it makes you feel, that you like **know you’re in the bottom group or the top group**; the top groups all the competitive people and the bottom group is more just fun and do what you want”.

Embodied Habitus

“Sometimes there are **boys that are in the same position as us** and they think the same actually and just want to step back”.

“Yea if they do though the **other boys normally laugh at them**, it’s kinda mean really”.

Young people should be recognised as having multiple identities and not divided into confined categories.

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Conclusion

- School does not symbolise a gender neutral space for young people.
- PE lessons do reinforce and reproduce elements of social inequality.
- Multiple identities are evident within the gendered groups.
- Schools must do more to facilitate individual's needs.



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Any Questions?

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