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**Exploring Teacher's Pupils Experiences of Physical Education in Baku Primary
Schools**

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Abstract

This study aimed at exploring teacher's pupils' experiences of physical education in Baku primary schools, physical education is an educational subject linked to maintaining the human body through physical exercise and developing knowledge of our body. As stated in the general education concept of the national curriculum of Azerbaijan under the purpose of education is to transfer to the children's sensitivity, aesthetic and artistic taste, moral and spiritual qualities, physical training and self-service skills. The road map to reducing insufficient physical activity level among primary school pupils is to ensure that physical education classes are being delivered as stated in the Azerbaijan national education curriculum with the availability of facilities and equipment such as a playground, pitch, open space for the free place to encourage pupils' participation in physical education and physical activity at school. This study is an explanatory sequential research design concept data collection process through a quantitative survey and qualitative teacher's reflection was used to understand teachers' and pupils' experiences of school-based physical education with the total numbers of one hundred and seventy-one pupils and five teachers. The findings of the study show that students are not having enough physical education lesson at schools and less physical activity participation due to lack of facilities, swapping of physical education lesson with other subjects considered important and one hundred and forty-eight pupils confirmed that it affected their participation in physical education. Other factors such as time duration between thirty to forty minutes twice a week is also a piece of evidence that pupils have a low level of physical education lesson. The teacher's reflection on the result also stated that physical education lesson should be every day with an increase in time duration. The teachers agreed that swapping of physical education lesson, lack of facilities and equipment are the main barriers confronting the student's participation in physical education and physical activity in

schools around Baku. The teachers highlighted the value and significance of pupil's participation in physical education such as health perspective and academic improvement in the reflection. In conclusion, this study has provided indication for teachers, school leaders and stakeholders in education to identify some of the needs for school-based physical education and pupil's participation.

Keywords: Motivation, Physical-Activity, Sedentary, Teachers, Pupils, School

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Chapter 1 Introduction

1.1 Introduction

Physical education is an educational subject linked to maintaining the human body through physical exercise and developing knowledge of our body. The International Council of Sport Science and Physical Education (ICSSPE), International Association of Physical Education and Sport for Girls and Women (IAPESGW), International Association for Physical Education in Higher Education (AIESEP) have deliberated on the importance of physical education as the only sure chance for all school children to access health-enhancing physical activities that allow them to lead a healthy lifestyle.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a healthful physical activity. The pupils learn the necessary skills that would allow them to participate in a range of physical activities throughout their lifestyles (SHAPE, 2014).

As stated in the general education concept of the national curriculum of Azerbaijan under the purpose of education is to transfer to the children's sensitivity, aesthetic and artistic taste, moral and spiritual qualities, physical training and self-service skills. The national physical education curriculum in Azerbaijan on high-quality physical education programs aligns with the international standard. The International Standards for Physical Education and Sport for School Children (ICHPER.SD) in collaboration with United Nations Educational, Scientific, and Cultural Organization (UNESCO) stated in the meeting in 2001 that global standards are universal, representing what every child/adolescent should know and be able to do as a result of the

instructional program. Further stated that it cannot be assumed that every child/adolescent in every country/nation will be able to meet all of the content standards at any point in time. Nevertheless, in the spirit of the right of every child/adolescent to be physically educated, it is incumbent upon the profession within the respective country/nation to contribute continually toward the fulfilment of the standards.

However, the content standards of the general education of Azerbaijan curriculum (2.1.1.) under the purpose of primary education which stated the rationale for the subject delivery by certified physical education teacher who has a full understanding of physical training as an important factor in health strengthening and protection, able to provide teaching and training to improve pupils' movement ability as well as using relevant tools and teaching style as a means of introducing the pupils to various areas of sports, mastering of personal hygiene rules and body strengthening methods using natural aids, transfer of the initial anatomical concept of the structure of the human body, as well as training of such qualities as a discipline, endurance, and independence.

The right of every child to learn, achieve the standards and be physically educated to embrace physical education as a means to fulfil a fundamental human right. To serve as an avenue for freedom of expression. Whilst, the stakeholders in education should include physical education as an integral part of schooling, to provide physical education for every child and; provide continuous learning opportunities throughout formal schooling as stated by the International Standards for Physical Education and Sport for School Children (ICHPER.SD) under the right-to-learn premises.

Exercise and physical activity should start at an early stage in life to help the pupils develop healthy lifestyle habits that translate into reducing health risks in adulthood. In this case,

quality physical education at an early age is paramount. However, schools have been recognized as key health settings that provide physical education and physical activity programs for pupils (Jenkinson, 2010)

1.2 Purpose of the Study

Assumption of pupils 'lack of participation in physical education and physical activity during school-based physical education, the purpose of this study was to explore the teacher's and pupils' experiences of school-based physical education influence on pupil's physical activity participation in Baku public primary schools.

1.3 Statement of Problem

Today, pupils are still experiencing a reduction of time duration for recess and physical education. It's no doubt that physical activity has a positive benefit on health, such as improving emotion stability and body weight control. More than 80% of the world's adolescent population is insufficiently physically active and world health organization member States have agreed to reduce insufficient physical activity by 10% by 2025 (WHO,2018). The world health organization recommendation stated that children between the ages of 5-17 years old should have at least 60 minutes of moderate to vigorous-intensity physical activity daily. However, physical activity of amounts greater than 60 minutes daily will provide additional health benefits including activities that strengthen muscle and bone for at least 3 times per week. Today, pupils are still experiencing a reduction of time duration for recess and physical education.

Considering Azerbaijan as one of the WHO member the road map to reducing insufficient physical activity level among primary school pupils is to ensure that physical education classes are being delivered as stated in the Azerbaijan national education curriculum by providing physical education programs characterized by instruction by certified physical education teachers with the

availability of facilities and equipment such as a playground, pitch, open space for the free place to encourage pupils' participation in physical education and physical activity at school.

1.4 Objective of the study

The research study is designed to explore the teacher's and pupils' experiences of school-based physical education, to correlate the response of teachers and pupils and identify how it influences pupil's physical activity participation. The following are the research objectives for the study :

- Explore engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools
- Explore pupil's participation in school-based physical education link to health and their overall quality of life
- Explore teacher's reflection response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school

1.5 Research Question

In order to be able to explore teacher's and pupils' experiences of school-based physical education influence on pupil's physical activity participation in Baku public primary schools, the following research questions was formulated to guide the findings of the study.

1. What are the engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools?
2. What is the pupil's response to school-based physical education link to health and their overall quality of life?

3. What is the teacher's reflection response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school?

Chapter 2 Literature Review

2.1 Introduction to Literature Review

This part of the research study is the literature review of teacher's and pupils' experiences of school-based physical education influences on pupil's physical activity participation. The research whole aim is to understand the teacher's and pupils' experiences of school-based physical education, and how it influences the pupil's physical activity participation. The objective of this literature review is to put together a current state of knowledge in the academic research literature about physical education, physical activity, physical education teachers, physical education curriculum, child overweight and sedentary and all other related topics to pupil's participation in physical education and physical activity.

To assure that recent peer reviewed articles are used in this literature review, we focused on articles published between the 5-10 years. I considered International research published in international research journals . The following data-based such as Science Direct, Jstor, Google Scholar, Eric, Journal of Physical Education and Sport, Journal of Teaching in Physical Education, Journal of Human Kinetic, Asia-Pacific Journal of Health, Sport and Physical Education, European Journal of Physical and Health Education all these listed journals have quality impact factors and they are the reliable data source for this research study. All the selected articles were stored in the Mendeley desktop for screening and analyzing.

We also considered research conducted in post soviets 'states such as Ukraine, Belarus. Estonia. Georgia. Kazakhstan, to know if a similar study has been conducted and to identify what method have been using that, could be similar to Azerbaijan background in the area of teaching and pupil's participation in physical education and physical activity.

2.2 Theoretical Framework

The theoretical framework clarifies the direction of a research study and connects it firmly in theoretical constructs. The general goal of the framework is to make research findings more meaningful, adequate to the theoretical constructs in the research (Dickson, Adu-Agyem, & Emad Kamil, 2018). Below in (*figure 1*) is the conceptual framework for the study.

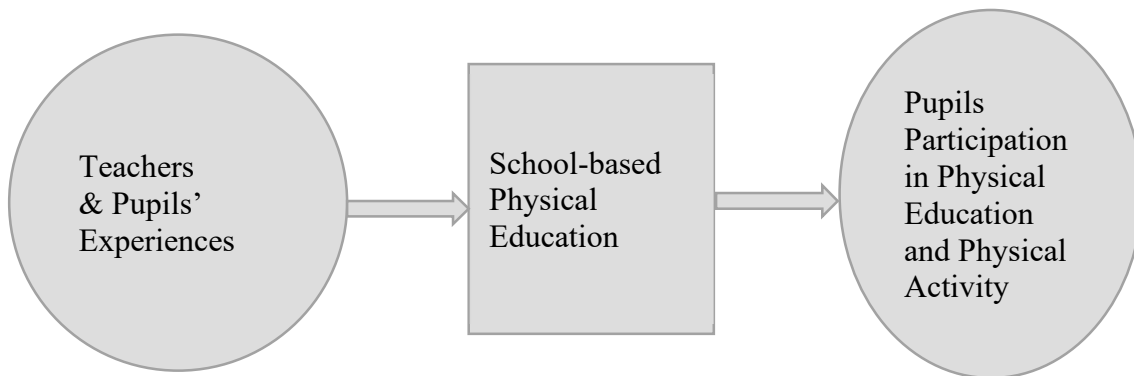


Figure 1. Theoretical Framework Teachers 'and Pupil's Experience in Schoolbased Physical Education

This study has adopted the engagement theory of teaching and learning in education to guide the research constructs during the process of data collection. The engagement theory of teaching and learning is a framework for technology-based teaching and learning (Kearsley & Schneiderman, 2006). The main aim of engagement theory of education for teaching and learning is that pupils would be able to engage in meaningful learning activities through interaction process with each other as they collaborate and attempt the given tasks by the teacher, this kind of approach would motivate the pupils internally and externally to participate inactivity. However, one of the problems faced by some of the physical education teachers that have been highlighted in several studies is the gap between theory and practice for example (Korthagen, 2017; Lunenberg & Korthagen, 2009; Pakhalchuk & Holyuk, 2018; Hills, 2007). Closing the gap between theory and

practice could be one of the first steps to achieving effective school-based physical education programs in our various primary schools. The study of Mackenzie, Son, & Eitel, (2018) study using outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity was effective and meaningful as it enhances participants' intrinsic motivation to engage in both physical activity and science education; this study is an example of putting engagement theory into practice of teaching school-based physical education.

2.3 Teachers 'Experiences in School-based Physical Education

One of the objectives of this study is to explore the teachers 'experiences in primary school-based physical education. First of all, let us define what we meant here by teachers' experiences to have a clearer picture of the research study objective. In this study, the operational definition of teachers' experiences as a qualified physical education teacher with teaching and learning experiences equipped with knowledge and skills that enable them to design quality physical education activity that would engage and motivate the students toward participation in physical education and physical activity for a healthy lifestyle(Kirkham-King et al., 2017).

A study conducted in Turkey(Aktop & Karahan, 2012) self -report of physical education teacher experiences focuses on the Turkish physical education (PE) curriculum and to investigate the gender differences in selecting the teaching methods, the outcome of the study indicate that the teachers considered the physical education (PE) lesson curriculum was insufficient, also mentioned in (Lynch & Soukup, 2017) insufficient curriculum time allocation. Whilst, female teachers use command style and male teachers using practice style and they preferred expository teaching strategies (Aktop & Karahan, 2012), several studies focus on teaching preferences and teaching style as 'tool to understand teachers 'experiences (Syrmpas, Digelidis, Watt, & Vicars, 2017; Syrmpas & Digelidis, 2014; Jaakkola & Watt, 2011)also mentioned by (SueSee & Barker,

2019) that teachers need to employ appropriate teaching styles and further stated that relationship between learning objectives and teaching strategies is not always made explicit in the curriculum, an example given in the study was the Swedish Curriculum for Compulsory School (2011) as cited in (SueSee & Barker, 2019). The target question in the questionnaire was teachers' teaching styles during physical education (Aktop, 2012; SueSee, 2019) similar to the studies conducted in Finland (Jaakkola & Watt, 2011) and Greece (Syrmpas & Digelidis, 2014).

In addition to that, a study conducted in Australia is another example that revealed the teachers set class goals as the top priority with their teaching preferences, in addition to that, various factors are influencing their teaching preferences such as class management, time management, active time, discipline and students taking responsibility (Syrmpas, Digelidis, Watt, & Vicars, 2017b) supported by (Bartholomew et al., 2018) if teachers want to successfully facilitate engagement in physical education, students must be able to perceive the teaching and learning environment to be supportive and motivationally.

2.4 Pupils 'Experiences in School-based Physical Education

A randomized study on teachers' physical literacy, self-efficacy, and students' learning outcomes was conducted to measure student's physical activity literacy, motivation and enjoyment of the physical education and physical activity level, however, teachers' physical literacy and self-efficacy were associated with effective physical education teaching that fluence students' physical literacy and physical activity participation. However, despite the majority of the students reported that they enjoy the physical education class and physical activity some of the students still stated that they dislike it because it's not fun (Behzadnia, Adachi, Deci, & Mohammadzadeh, 2018). As cited in Syrmpas (2017) a study conducted in Greece, attaining the goals of the Greek physical education curriculum reforms required that the delivery of the lesson should be in

multidimensional environments through the introduction of different teaching methods. On the other hand, the stakeholders have acknowledged how educators' teaching preferences and quality have influences on students' learning. Bechter, Dimmock, & Jackson, (2019) students in the intervention group displayed a more positive change in autonomous motivation for physical education, as well as in autonomy and relatedness need satisfaction, effort, and physical education learning-efficacy due to the teaching style of student's centre strategy.

2.5 Pupils 'Physical Activity Participation, Academic Achievement, and Wellbeing

Despite the awareness, lectures, researches, conference and several associations recommendation that pupils between the age 5–17 should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily and quantity of physical activity greater than 60 minutes provide additional the national association for sport and physical education (WHO 2017; NASPE,2010) recommends each letter categories and recess as regular components of school curricula. Physical education is a part of the overall educational process and is required in elementary schools throughout the world (Pate et al., 1995; European Commission for Youth and Sport, 2012) Australia (Commonwealth of Australia, Department of Health and Aging, 2012), in New Zealand (New Zealand Ministry of Health, Physical Activity Guidelines, 2010) and nearly all elementary school children are required to participate in some form of physical education. Today, pupils are still experiencing a reduction of time duration for recess and physical education (PE) classes throughout the school day(Dills, Morgan, & Rotthoff, 2011). However, many research studies have mentioned that pupil's participation in physical activity during and after school physical activity increases in academic achievement (Centers for Disease Control and Prevention2010) classroom-based physical activity lessons have a positive impact on academic achievement. (Harvey et al., 2018) Improving academic achievement and reducing

obesity (Donnelly et al., 2013). On the other hand, (Packham & Street, 2019) study indicates that physical education does not lead to positive effects in the classroom, including improvements in standardized test scores. Whereas, the study conducted by (Donnelly et al., 2013) dispute (Packham 2019) argument based on the result of their study. Donnelly measure pupil's academic achievement using the Weschler Individual Achievement Test-III, teachers were asked to use their normal traditional classroom instruction method and students in both intervention and control schools continue with their typical physical education schedule (2–30-minute classes/week) the outcome of their cross-sectional studies suggest an association between physical activity and academic achievement in elementary school children.

On the other hand, the study of the right space at the right time (Matisziw et al., 2016) applied geographic cluster analysis to assess whether there are any significant spatial relationships between observations of moderate to vigorous physical activity and urban land use and land cover may exist. Pupils where exposure to vegetated parks/open spaces, built residential and built institutional urban land use and land cover and the result indicates that significantly increased children's time spent in moderate to vigorous physical activity. Also, moderate to vigorous physical activity were found to exhibit significant geographic clustering and were predominately associated with built residential areas (particularly those near schools), indicating the importance of neighborhoods and areas near children's households on their level of physical activity. Matisziw et al., (2016) the relationship between children moderate to vigorous physical activity and urban land use and a land cover supported by (Perez et al., 2017) where and when adolescents physically active, the results support context-specific ecological models of physical activity. Targeting environmental factors that may promote opportunities for physical activity in specific contexts as well as adolescent decision-making may help promote their physical activity in those contexts,

potentially leading to increased overall physical activity. School sports facilities play a key role in determining the extent to which children participate in sports and physical activity.

2.6 Teaching style and Student's Motivation in Physical Education

Teachers' teaching style has been explained by many researchers as the key to students' motivation and academic performance, for example (Bartholomew et al., 2018) recent study shows that there was a link between teachers' control teaching style to poor quality student motivation. Teachers are using controlling teaching style and ignoring students' viewpoints and act in authoritarian and compelling ways to enforce a specific and defined way of thinking, feeling, and behaving (Bartholomew, 2018), in support of Bartholomew (Vansteenkiste & Ryan, 2013) stated in their study that teachers' controlling style pressure students to change their behaviour to obey their teacher's expectations which could cause frustration and, over time, may cause students to doubt their competences, and as a result of this they will develop a feeling of rejection and disliked by their teacher and classmates. Teachers have to understand the students' psychological, using the controlling style is more like depriving them of their needs, (Abós, Haerens, Sevil, Aelterman, & García-González, 2018; Vansteenkiste & Ryan, 2013) educational research guided by SDT has constantly revealed that an autonomy-supportive teaching style cultivates a motivational pathway toward ideal functioning.

Haerens & Vansteenkiste., (2018) study using perceived autonomy support and control to identify the most optimal motivation style concluded that when teachers are perceived to be high on autonomy support and low on control, this is likely to benefit students' motivation and well-being. As cited in (Haerens et al., 2018) that growing number of studies, both in the area of sports and physical education (e.g. Bartholomew et al. 2011) (e.g. Cheon, Reeve, and Moon 2012; De Meyer et al. 2014; Haerens et al. 2015; Perlman 2015) confirmed that perceived autonomy support

relates to needed results, such as need satisfaction, autonomous motivation, and well-being, while perceived control relates to instability, as indexed by need frustration, controlled motivation, and even motivation, and ill-being as stated in (Vansteenkiste and Ryan 2013; Van den Berghe et al. 2014).

2.7 Summary

The study has reviewed the literature on exploring teachers' pupils' experiences of physical education and pupil's physical activity participation in Baku around four main areas. Teachers' experiences in school-based physical education, Pupils' experiences in school-based physical education, Pupils' physical activity participation, academic performance, and wellbeing, teaching style and pupil's motivation in physical education. What emerged from the evaluation of the literature review is that firstly, teachers' teaching style plays a major role¹ in the motivation of pupil's participation in school-based physical education, and female teachers were using command style and while male teachers were using practice style (Aktop & Karahan, 2012; Bechter et al., 2019; Glotova & Hastie, 2014).

Secondly, despite the (WHO) recommendation that pupils between the ages 5–17 should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily pupils are still experiencing a reduction of time duration for recess and physical education² which indicates. In addition to that, studies have mentioned that pupil's participation in physical activity during and after school physical activity increases in academic performance and wellbeing.

¹ *Teachers' teaching style play a major role in the motivation of pupils to participate (Abós, Haerens, Sevil, Aelterman, & García-González, 2018; Vansteenkiste & Ryan, 2013, Bartholomew et al., 2018)*

² *Pupils are still experiencing a reduction of time duration for recess and physical education (Kipping et al., 2014; Ekelund et al., 2012; Anderson, Wynter, Grant, reports, & 2017; Young et al., 2014)*

Lastly, there is an indication that the pupil's participation in school-based physical education could increase the pupil's physical activity participation during and after school³. However, there are other factors such as school sports facilities and open space for pupils' free play. Further investigation in this area may help the stakeholders in education to determine which area needs urgent attention.

³ *Pupil's participation in school-based physical education could increase the pupil's physical activity participation during and after school*
(Allen, Telford, & Olive, 2019; Lewis, 2014, Bennie & Langan, 2015)

Chapter 3 Methodology

3.1 Methodology

According to (Creswell, 2007, p. 214) mixed methods research is an approach that helps the triangulation of data collection of both quantitative and qualitative data concurrently and then compares the two databases to determine if they complement each other. A mixed methods research design requires compliance with the standards of both quantitative and qualitative research methodology (Levitt, et al, 2018). This study adopted a mixed-method research approach involving both qualitative and quantitative collection of research data, using this approach for this current project would allow the researcher to understand the research problem and elaborate on the relationship between the variables. On the other hand, the rationale for the use of a mixed-method approach is for data collection triangulation for a more detailed outcome. Educational researchers have acknowledged the value of a mixed methodology approach to provide a complementary set of information which could be more effective (Collins, 2006). As stated in (Creswell, 2007) that an explanatory sequential approach has many advantages as its two-phase approach starting data collection with quantitative research and followed by qualitative research makes it enables the researchers to the device, directly describe and report the findings and beneficial to a researcher who wants to explore a phenomenon and the model is also helpful when researchers want to build a new instrument for their study.

3.2 Research Procedure

This current study is an explanatory sequential research design concept data collection process. The first phase of data collection begins with a quantitative data collection to understand pupils' experiences of school-based physical education. While the second phase of data collection

present the result of quantitative data analysis to formulate reflection questions for the school teachers, see *Figure (2)* below which provides an explanatory sequential research design for this study.

3.3 Research Sample

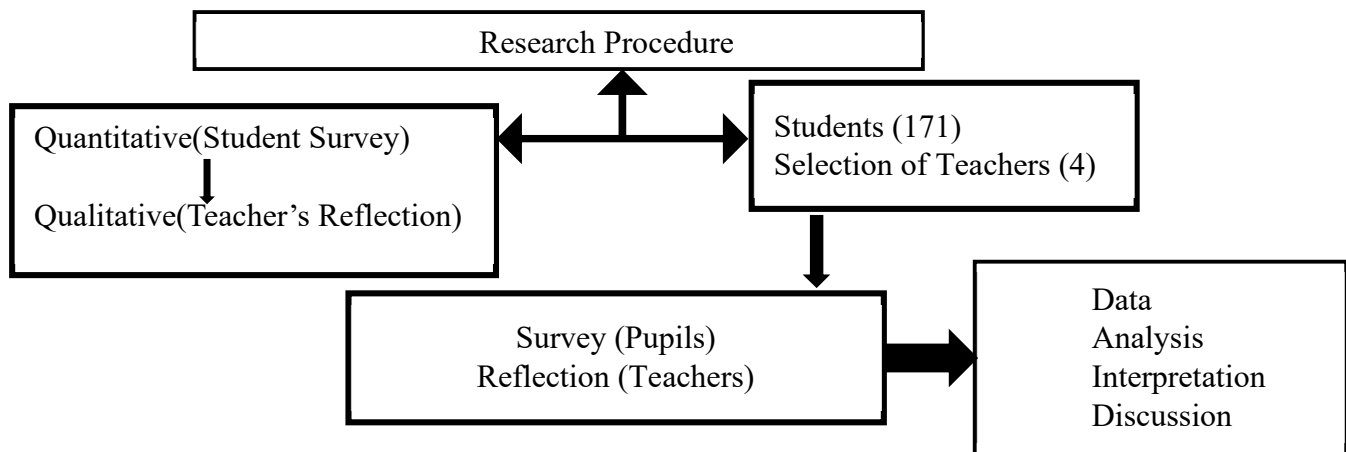


Figure 9 Research Procedure Teachers' Pupils' Experiences of physical Education

The selection sample approach for this study is convenience sampling which is a non-probability sampling which allows the researcher to draw sample from some part of the larger population that is easy to access. The population of this study is public primary schools in Baku which has an estimated number of 307 public primary schools and 395773 pupils both in Baku's urban and suburban areas. The convenience sample population are primary school students studying and residing in Baku, Azerbaijan. The researcher selected 171 survey responses out of 512 participants based on selection criteria such as students' grades and age. The research study focuses on 3rd and 4th graders both male and female age between 8-10 years old. These grades stages are very important stages for the pupils in education because it's the stages when the pupil's transition from a lower grade to the upper grades. Four 4 teachers were selected through convenient sampling to write reflections on the student's quantitative preliminary findings which were used to design a

questionnaire for the teachers using the result of the student's survey to create an open-ended semi-structured interview questionnaire for the teachers. Seen below in *table (1)* Participants selection and sample size.

Table 1.3. Participants selection and sample

Estimated Number of Public schools	Estimated Number of Students	Population for convenience Sampling	Pupils' Age and Grade	Total Participants Size Qualitative Data collection	Total Participants Size Quantitative Data Collection
307	395773	307 public primary schools	8-10yrs. Old Grade 3 and 4	Teachers: 4	Pupils: 171

3.4 Research Instruments

One of the key components of a research study is a good research tool and the suitability of the tool for data collection. Two types of data collection processes are involved in this study; qualitative and quantitative data collections.

Quantitative research Instrument

The quantitative research instrument is the survey questionnaire adopted from IPAQ and modified, this instrument to understand pupils' active participation in everyday physical activities in school-based physical education in school leading to pupils living a healthy lifestyle. The sample questions focused on physical education classes, participation, teaching duration, facilities and motivation. The sample of the survey questionnaire can be seen below in appendix(A).

Qualitative research Instrument

Qualitative explanatory sequential research data collection was collected using the preliminary results of the student's survey to create an instrument, a semi-structured interview questionnaire to collect qualitative data from the teachers. The student's survey result provided as a guide to direct the teacher's reflections process base on understanding the students' experiences

and school-based physical education. The sample of the interview protocol can be seen below in appendix (B).

3.5 Participant Selection Process

However, to conduct the participants' selection process, the research followed the research protocol for an ethical procedure, the ADA university school of education approved the data collection process. The survey link was sent to the physical education teachers via email and social media website through my research assistants and ADA international students department, the research consent letter was attached in the survey link sent to teachers and directly to some parents requesting for their child's participation in the research study. The selection of participants was selected based on the ages and classes according to the response numbers of all the participants in the survey.

3.6 Data Collection Process

The data was collected using an online survey questionnaire and a semi-structured interview with the 4 physical education teachers. There are 512 respondents while 171 was selected. The outcome of the result quantitative data collection was used to interview the teacher through an online process due to the advent of the COVID-19, the result of the data collected and analyzed could be seen in chapter four of this research study.

3.7 Data Analysis

This part of the study explains the statistical data analysis that was used to conduct the analyses of the collected data, the research questions are qualitative and quantitative. The researcher uses content analysis for the qualitative, it allows the researcher to classify, and summarize the data in a table form. The quantitative data analysis provides the data in a numeric form, IBM statistical analysis SPSS was used to analyze the quantitative data using the descriptive

analysis to provide statistical details in answering the first research question of the study by focusing on physical activity domains (school physical education experiences such as time duration for physical education lesson, students participation, students physical activity level, school sports facilities and swopping of physical education lesson with another subject) to identify the pupil's experiences of school-based physical education. Seen below in table(2)

Table 2.3 Data Analysis for Teachers 'Pupils Experiences of School-based Physical Education

#	Research Questions	Data Analysis
1	What are the engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools?	Descriptive (Statistical Analysis (SPSS))
2	What is the pupil's response to school-based physical education link to health and their overall quality of life?	Descriptive (Statistical Analysis (SPSS))
3	What is the teacher's reflection response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school?	Content analysis

3.6 Validity and Reliability of Instruments

The research instruments were translated into the Azerbaijani language and the researcher conducted the validity of the instrument before administering it on the participants for the data collection on teachers ' pupils' experiences of school-based physical education. As stated by Heale & Twycross, (2015) that a quality measure is the reliability of an instrument's accuracy. In other words, we have to take into consideration of study background by making sure that the research instrument is suitable for the participants' background.

Chapter 4 Analysis and Results

4.1 Introduction

This part of the study will present the result of two phases of data analysis both quantitative and qualitative data. The results presented below were found after extensive analysis of the data collected throughout the study from the pupil's online survey questionnaire and teachers' online reflection on pupil's engagement and barriers experienced during school-based physical education lesson. All the data that have been collected on school-based physical education experiences are stated below ranging from time duration for physical education lesson, student's participation, student's physical activity level, school sports facilities, students self-rating of physical activity level and swapping of physical education lesson with another subject and the interview data transcribe and analyzed are presented below and discussed in chapter 5 of this study. In this chapter, the concept of the data analyses was based on two categories of students and teachers. The data is analyzed as follows; descriptive analyses of the size of your sample, descriptive analysis of the Centre of the data by describing each variable representation using mean and standard deviation.

4.2 Quantitative Descriptive Data Analysis Results

The online survey questionnaire was responded to by 512 respondents, and 171 were selected based on criteria selection protocol for this current study. The selected respondents are primary school pupils age between (8-10) years old, grade (3 and 4),(male=76, female=92) studying across primary schools in Baku Azerbaijan. The most frequently observed category of Gender was Female (n = 95, 56%) and the most frequently observed category of age was 10 (n = 77, 45%). For male, the most frequently observed category was grade 4 (n = 61, 80%). For female, the most frequently observed category was grade 4 (n = 75, 79%). The following observations are

grade 3 male (n=15,20%) and grade 3 female (n=20, 21%),the grade 3 (n=35,20.5%) and grade 4(n=136,79.5%).The following table and figure below are *table 1* and figure 1 for the gender, table 2 and figure 2 for the age while, table 3 and figure 3 for grades.

Table 1.4 Gender Descriptive analysis

		Frequency	Per cent	Valid Percent
Valid	Male	76	44.4	44.4
	Female	95	55.6	55.6
	Total	171	100.0	100.0

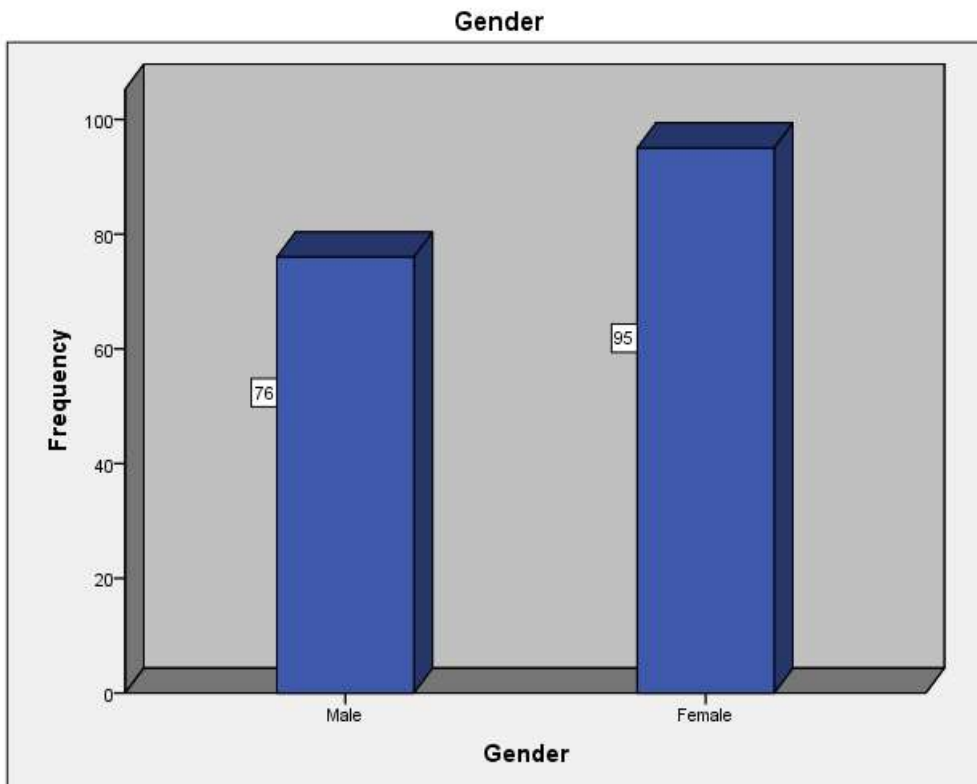
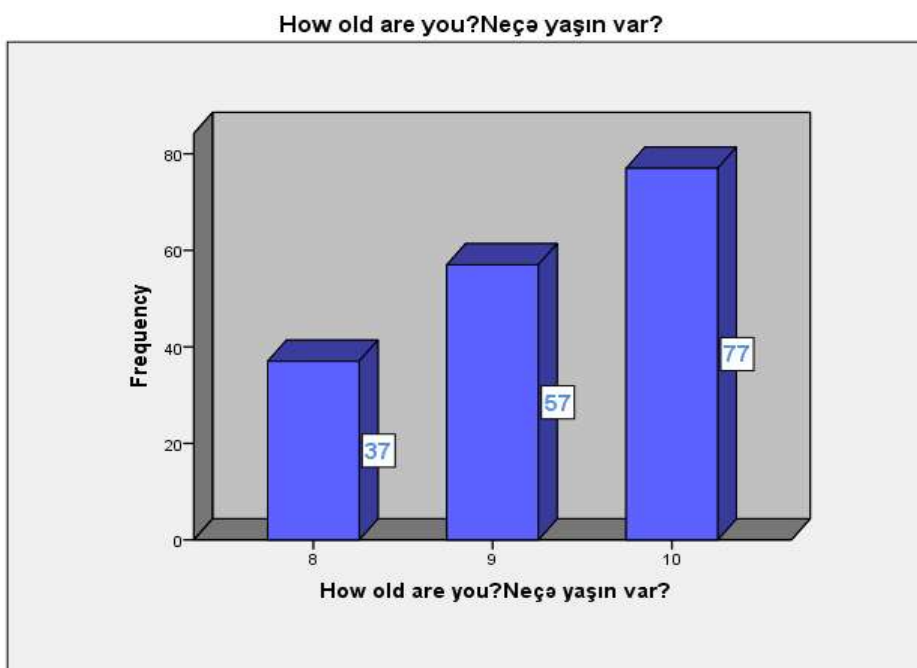


Figure 1.4 Gender Descriptive analysis

Table 2.4 Descriptive analysis for age

		Frequency	Percent	Valid Percent
Valid	8	37	21.6	21.6
	9	57	33.3	33.3
	10	77	45.0	45.0
	Total	171	100.0	100.0

**Figure 2.4 Descriptive Analysis for age****Table 3.4 Descriptive Analysis for grade Neçənci sinifdə oxuyursunuz?-**

		Frequency	Percent	Valid Percent
Valid	Grade 3	35	20.5	20.5
	Grade 4	136	79.5	79.5
	Total	171	100.0	100.0

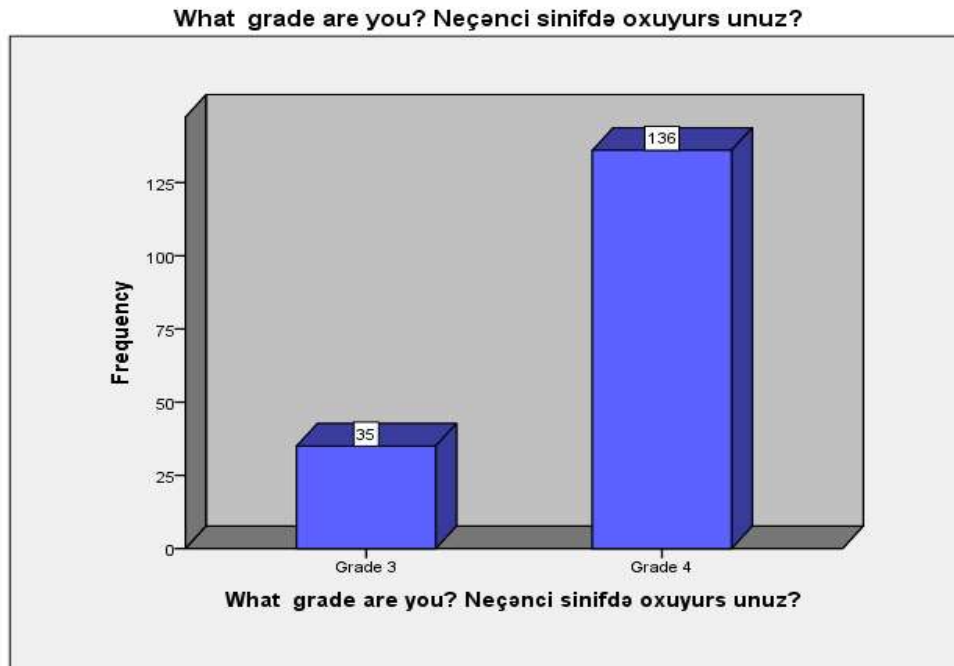


Figure 3.4 Descriptive analysis for grade

The table and figure indicated that majority of the selected participants are grade 4 pupils (n=136,79.5%) with male(n=61) which contributed 80% of male respondents, while the female (n=79) contributed 79% of the female respondents to this current study. We can conclude that the larger part of the sample size was drawn from grade 4 pupils. The online interview conducted for the teachers (n=4) descriptive for the teachers (female, n=2, male n=2)

4.3 Variable Descriptive Analysis

This part of the study reports the selected variable for this study. To answer the following research questions; What are the teachers 'and pupils' school-based physical education experiences at Baku public primary schools? And, to what extent do pupils' school-based physical education experiences influence their physical activity participation? .The data was collected using the

following items. Do you have Physical education lessons at your school? Məktəbinizdə bədən tərbiyəsi dərsləri varmı? The result of the data analysis for this question is seen below in figure 4.4 and the frequency table 4.4 which shows the overall responses of all the participants by percentage. Never ---Heç vaxt 7%, Sometimes-- Bəzən 75%, Every day-- Hər gün 18% as seen below in table 4.4 and figure 4.4.

Table 4.4: Do you have Physical education lessons at your school? Məktəbinizdə bədən tərbiyəsi dərsləri varmı

		Frequency	Percent	Valid Percent
Valid	Never ---Heç vaxt	12	7.0	7.0
	Sometimes-- Bəzən	128	74.9	74.9
	Every day-- Hər gün	31	18.1	18.1
	Total	171	100.0	100.0

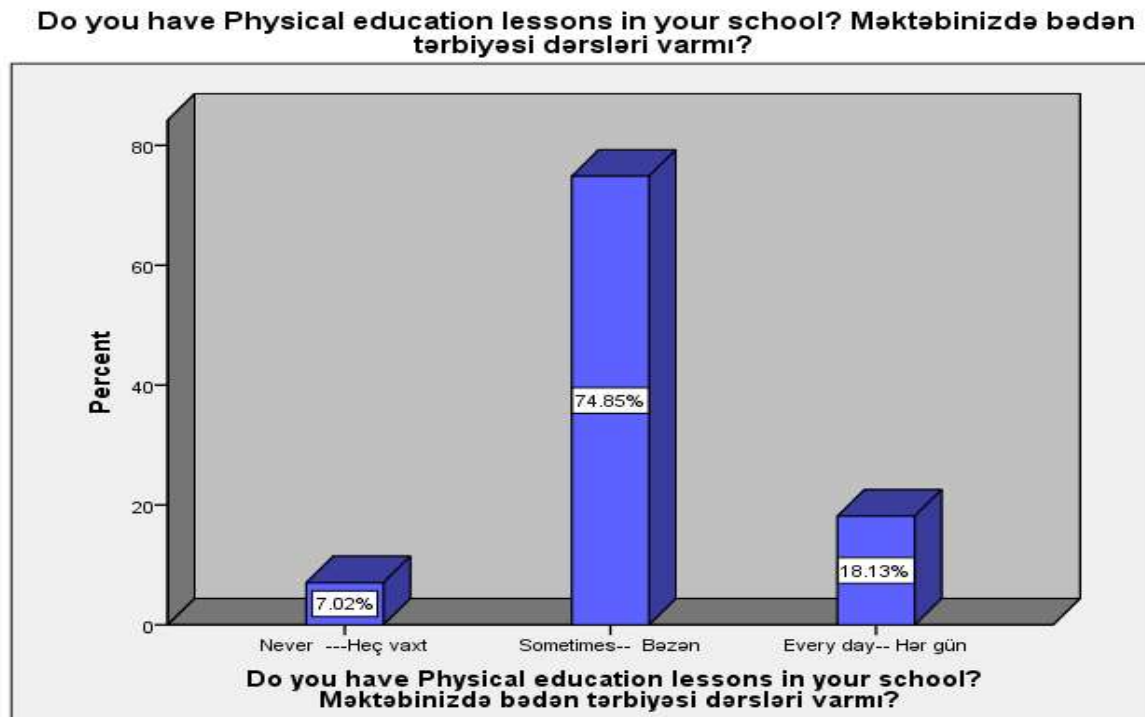


Figure 4.4 Do you have Physical education lessons in your school?

The second variable question do you participate in Physical Education lesson regularly? Bədən tərbiyəsi dərində mütəmadi olaraq iştirak edirsiniz?the result shows that (11%) says No, not interested -- Xeyr, maraqlanmıram, (53%) of the pupils says Yes, sometimes -- Bəli, bəzən, and (31%) of the pupils selected Yes, every day-- Bəli, hər gün, the result can be found in table 5.4 below and the figure 5.4

Table 5.4 Do you participate in Physical Education lesson regularly. Bədən tərbiyəsi dərində mütəmadi olaraq iştirak edirsiniz?

		Frequency	Percent	Valid Percent
Valid	No, not interested -- Xeyr, maraqlanmıram	19	11.1	11.1
	Yes, sometimes -- Bəli, bəzən,	98	57.3	57.3
	Yes, every day-- Bəli, hər gün	54	31.6	31.6
	Total	171	100.0	100.0

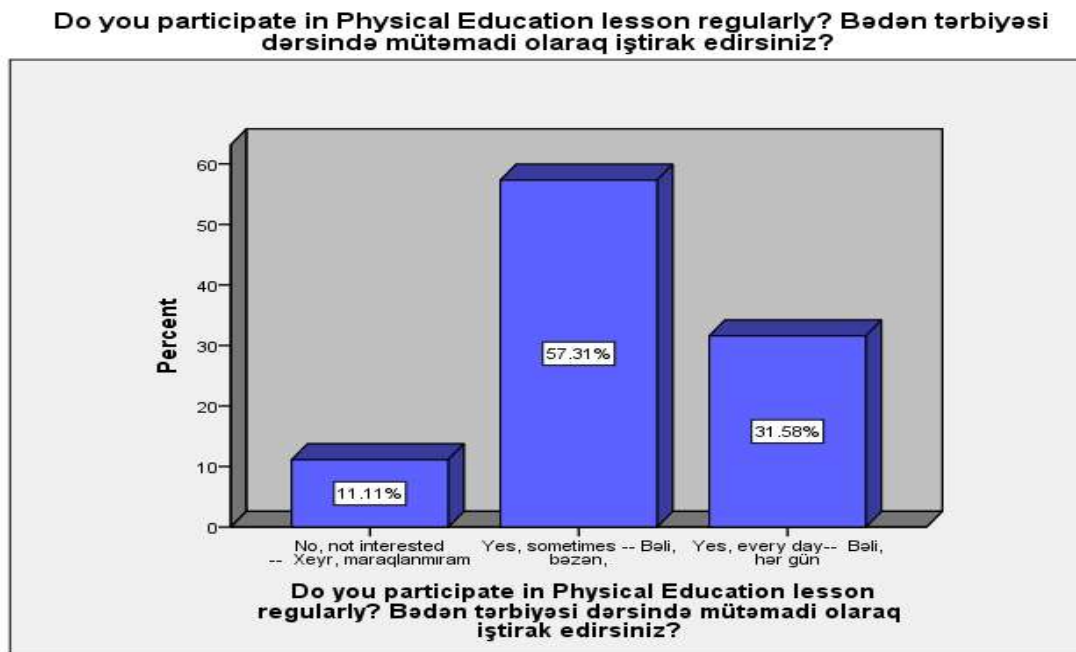


Figure 5.4 do you participate in Physical Education lesson regularly

The third variable question, on average, how many minutes is each lesson period scheduled to last? Orta hesabla hər dərs müddəti neçə dəqiqə davam etməlidir? The result shows that (n=17,9%) Between 20-25mins -- Arasında 20-25mins, (n=134,78%) of the pupils says Between 30-40mins -- Arasında 30-40 Mins and (n=19,11%) of the pupils selected Between 50-60mins -- Arasında 50-60 mins, the result can be found below in table 6.4 and figure 6.4

Table 6.4 On average, how many minutes is each lesson period scheduled to last? Orta hesabla hər dərs neçə dəqiqə davam edir?

		Frequency	Percent	Valid Percent
Valid	.0	1	.6	.6
	Between 20-25mins -- Arasında 20-25mins	17	9.9	9.9
	Between 30-40mins -- Arasında 30-40 Mins	134	78.4	78.4
	Between 50-60mins --Arasında 50-60 mins	19	11.1	11.1
	Total	171	100.0	100.0

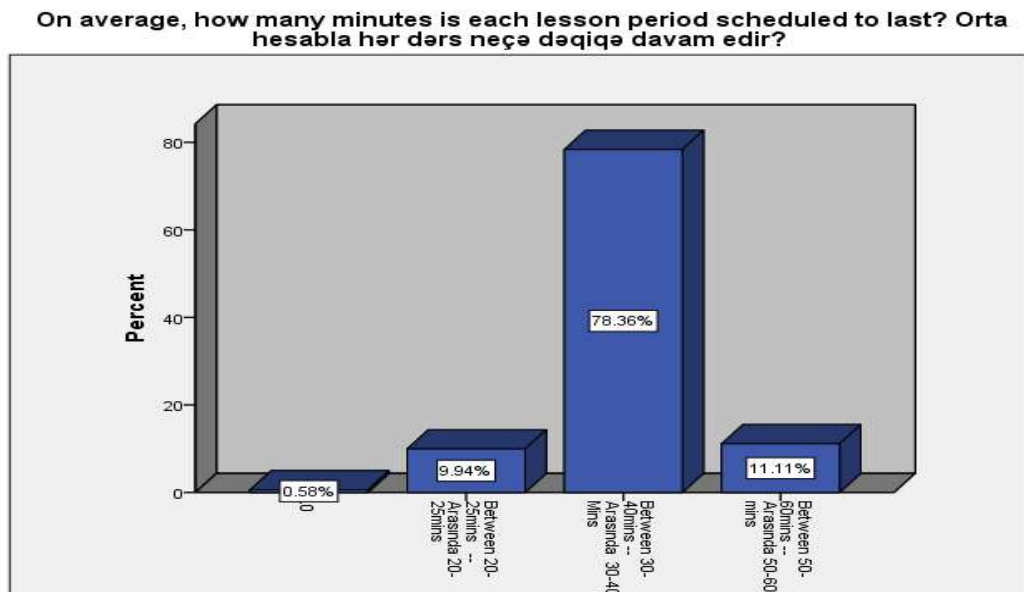


Figure 6.4 On average, how many minutes is each lesson period scheduled to last?

The fourth variable question, on average, how many physical education lessons do you have per week? Həftədə neçə bədən tərbiyəsi dərsi keçirsiniz? The result shows that One-- Bir (n=23,13%), Two-- İki (n=134,78%), Three-- Üç (n=10,6%), Four—Dörd(n=2,1.2%) Five-- Beş(n=2,1.2%) the result can be found below in the table 7.4 and figure 7.4

Table 7.4 How many physical education lessons do you have per week? Həftədə neçə bədən tərbiyəsi dərsi keçirsiniz?

		Frequency	Percent	Valid Percent
Valid	One-- Bir	23	13.5	13.5
	Two-- İki	134	78.4	78.4
	Three-- Üç	10	5.8	5.8
	Four-- Dörd	2	1.2	1.2
	Five-- Beş	2	1.2	1.2
	Total	171	100.0	100.0

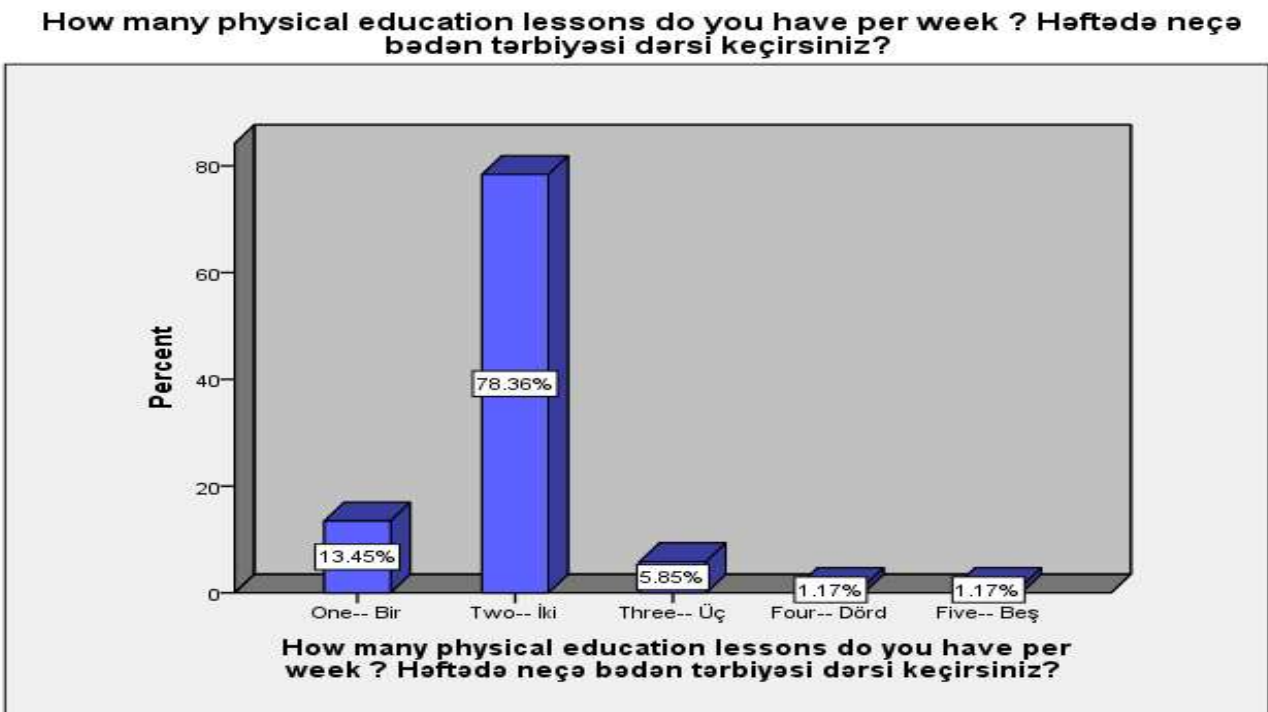


Figure 7.4: How many physical education lessons do you have per week? Həftədə neçə bədən tərbiyəsi dərsi keçirsini

The fifth variable question, sometimes schools swap or use physical education lessons to teach subjects like science, mathematics and other subjects considered more important than Physical Education (A) How often does that happen in your school? (B) Do you think it affects/ influenced students' participation in physical education in your school? Bəzən məktəblər bədən tərbiyəsi dərslərindən elm, riyaziyyat və Bədən tərbiyəsinədən daha vacib hesab olunan digər fənləri tədris etmək üçün istifadə edirlər. (A) Məktəbinizdə bu nə qədər tez-tez baş verir? The result shows that Once a week -- Həftədə bir dəfə (n=35,20.5%), Twice a week --Həftədə iki dəfə (n=43,25.1%), Every day -- Hər gün (n=18,10.5%), Never --Heç vaxt (n=75,43%) the result can be found below in table 8.4 and figure 8.4

Table 8.4 Bəzən məktəblər bədən tərbiyəsi dərslərindən elm, riyaziyyat və Bədən tərbiyəsinədən daha vacib hesab olunan digər fənləri tədris etmək üçün istifadə edirlər. (A) Məktəbinizdə bu nə qədər tez-tez baş verir?

		Frequency	Percent	Valid Percent
Valid	Once a week -- Həftədə bir dəfə	35	20.5	20.5
	Twice a week --Həftədə iki dəfə	43	25.1	25.1
	Every day -- Hər gün	18	10.5	10.5
	Never --Heç vaxt	75	43.9	43.9
	Total	171	100.0	100.0

Sometimes schools swap or use physical education lessons to teach subjects like science, mathematics and other subjects considered more important than Physical Education (A) How often does that happen in your school? Bəzən məktəblər bədən tərbiyəsi dərslərindən elm, riyaziyyat və Bədən tərbiyəsinədən daha vacib hesab olunan digər fənləri tədris etmək üçün istifadə edirlər. (A) Məktəbinizdə bu nə qədər tez-tez baş verir?

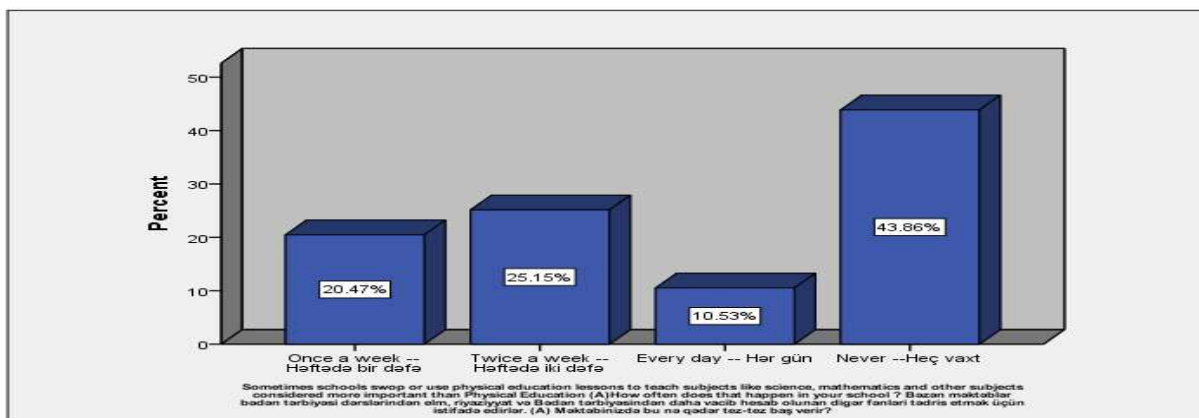


Figure 8. 4 Sometimes schools swap or use physical education lessons to teach

The sixth variable question, do you think it affects/ influenced students' participation in physical education in your school? (B) Sizcə, bu, şagirdlərin məktəbinizdə bədən tərbiyəsində iştirakına təsir edirmi? The result shows that Yes, it does affect student's participation ---Bəli, bu şagirdlərin iştirakına təsir edir. (n=148,86.5%), No, it doesn't affect student's participation-- Xeyr, bu şagirdlərin iştirakına təsir etmir. (n=23,13.5%), the result can be found below in table 9.4 and figure 9.4

Table 9.4 Do you think it affects/ influenced students' participation in physical education in your school? Sizcə, bu, şagirdlərin məktəbinizdə bədən tərbiyəsində iştirakına təsir edirmi?

		Frequency	Percent	Valid Percent
Valid	Yes, it does affect student's participation ---Bəli, bu şagirdlərin iştirakına təsir edir.	148	86.5	86.5
	No, it doesn't affect student's participation-- Xeyr, bu şagirdlərin iştirakına təsir etmir.	23	13.5	13.5
	Total	171	100.0	100.0

Do you think it affects/ influenced students' participation in physical education in your school ? Sizcə, bu, şagirdlərin məktəbinizdə bədən tərbiyəsində iştirakına təsir edirmi?

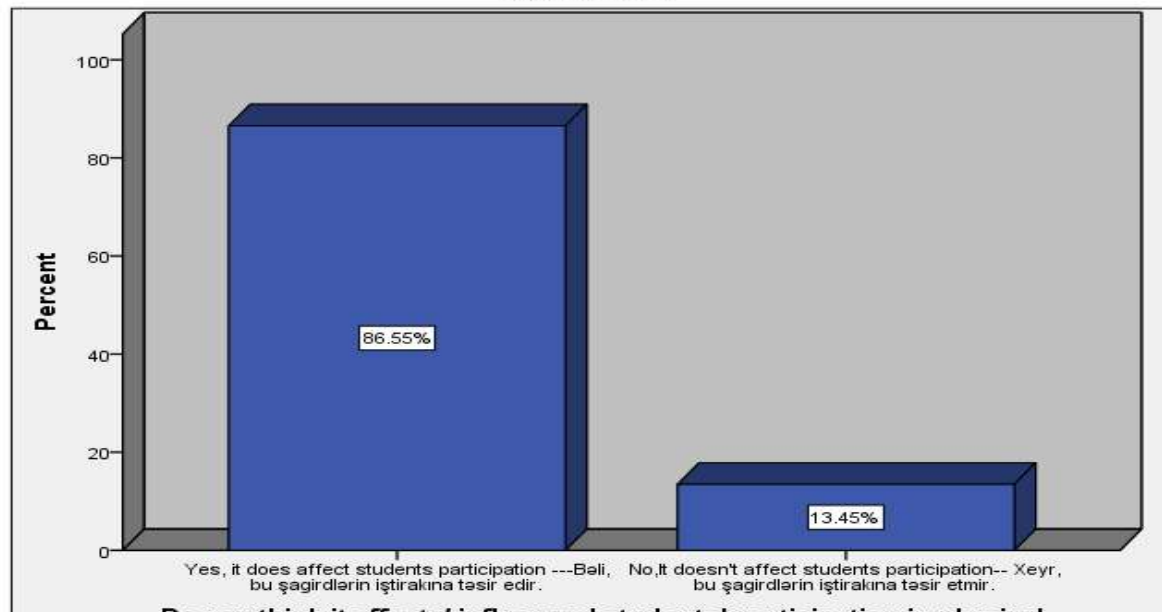


Figure 9.4 Do you think it affects influenced students' participation in physical education in your school.

The seventh variable question, do you feel motivated to participate in physical education lesson? Bədən tərbiyəsi dərində iştirak etmək həvəsiniz var? The result shows that Never --Heç vaxt, (n=9,5%), Rarely --Nadir hallarda.(n=29,17%), Often-- Tez-tez (n=35,20%) and Every time-- Həmişə (n=98,57%) the result can be found below in the table 10.4 and figure 10.4

Table 10.4 Do you feel motivated to participate in a physical education lesson. Bədən tərbiyəsi dərində iştirak etmək həvəsiniz var?

		Frequency	Percent	Valid Percent
Valid	Never --Heç vaxt,	9	5.3	5.3
	Rarely --Nadir hallarda	29	17.0	17.0
	Often-- Tez-tez	35	20.5	20.5
	Every time-- Həmişə	98	57.3	57.3
	Total	171	100.0	100.0

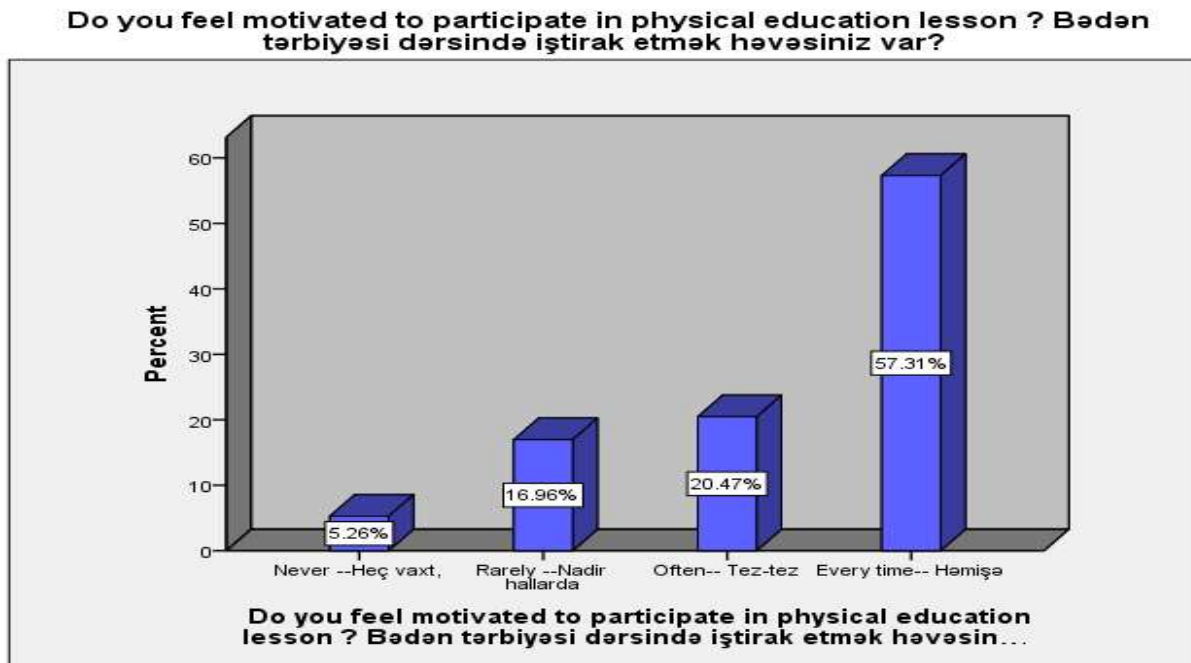


Figure 10.4 Do you feel motivated to participate in a physical education lesson. Bədən tərbiyəsi dərində iştirak etmək həvəsiniz var?

The eighth variable question, I believe participation in health and physical education has enhanced my overall quality of life. Düşünürəm ki, fiziki tərbiyə / təhsil proqramında iştirak mənim ümumi həyat keyfiyyətimi artırıb. The result shows that Strongly Agree --Tamamilə razıyam, (n=48,28%), Agree --Razıyam, (n=85,49.7%), Disagree --Razı deyiləm, (n=30,17.5%) and Strongly Disagree-- Qətiyyən razı deyiləm (n=8,5%) the result can be found below in table 11.4 and figure 11.4

Table 11.4 I believe participation in health and physical education has enhanced my overall quality of life-Düşünürəm ki, fiziki tərbiyə / təhsil proqramında iştirak mənim ümumi həyat keyfiyyətimi artırıb

		Frequency	Percent	Valid Percent
Valid	Strongly Agree --Tamamilə razıyam	48	28.1	28.1
	Agree --Razıyam,	85	49.7	49.7
	Disagree --Razı deyiləm,	30	17.5	17.5
	Strongly Disagree-- Qətiyyən razı deyiləm	8	4.7	4.7
	Total	171	100.0	100.0

I believe participation in health and physical education has enhanced my overall quality of life. Düşünürəm ki, fiziki tərbiyə / təhsil proqramında iştirak mənim ümumi həyat keyfiyyətimi artırıb

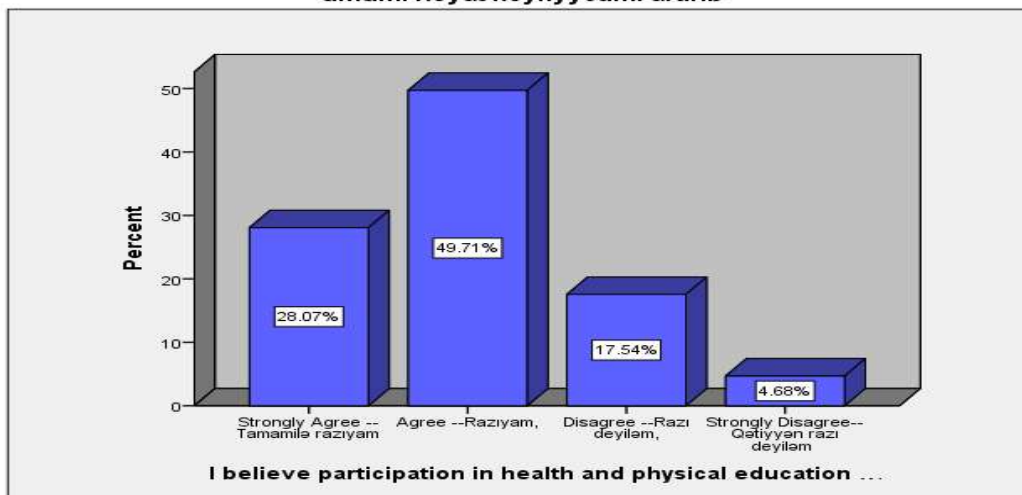


Figure 11.4 I believe participation in health and physical education has enhanced my overall quality of life

The ninth variable question, if you were to rate the overall Physical Education program in your school from 0-100%, what would be the perfect percentage? Məktəbinizdə ümumi bədən tərbiyəsi proqramını 0-100% səviyyəsində qiymətləndirəydiniz, mükəmməl faiz nə olardı və nə üçün? The result shows that for rating -0 percent, (n=32,19%), rating 25 percent.(n=25,14%), rating-50 percent, (n=38,22%) rating-75 percent (n=41,24%) and rating-100 percent (n=35,20%) the result can be found below in the table 12.4 and figure 12.4

Table 12.4 If you were to rate the overall Physical Education program in your school from 0-100%, what would be the perfect percentage? Məktəbinizdə ümumi bədən tərbiyəsi proqramını 0-100% səviyyəsində qiymətləndirəydiniz, mükəmməl faiz nə olardı və nə üçün?

		Frequency	Percent	Valid Percent
Valid	0%	32	18.7	18.7
	25%	25	14.6	14.6
	50%	38	22.2	22.2
	75%	41	24.0	24.0
	100%	35	20.5	20.5
	Total		171	100.0

If you were to rate overall Physical Education program in your school from 0-100% ,what would be the perfect percentage and why ? Məktəbinizdə ümumi bədən tərbiyəsi proqramını 0-100% səviyyəsində qiymətləndirəydiniz, mükəmməl faiz nə olardı və nə üçün

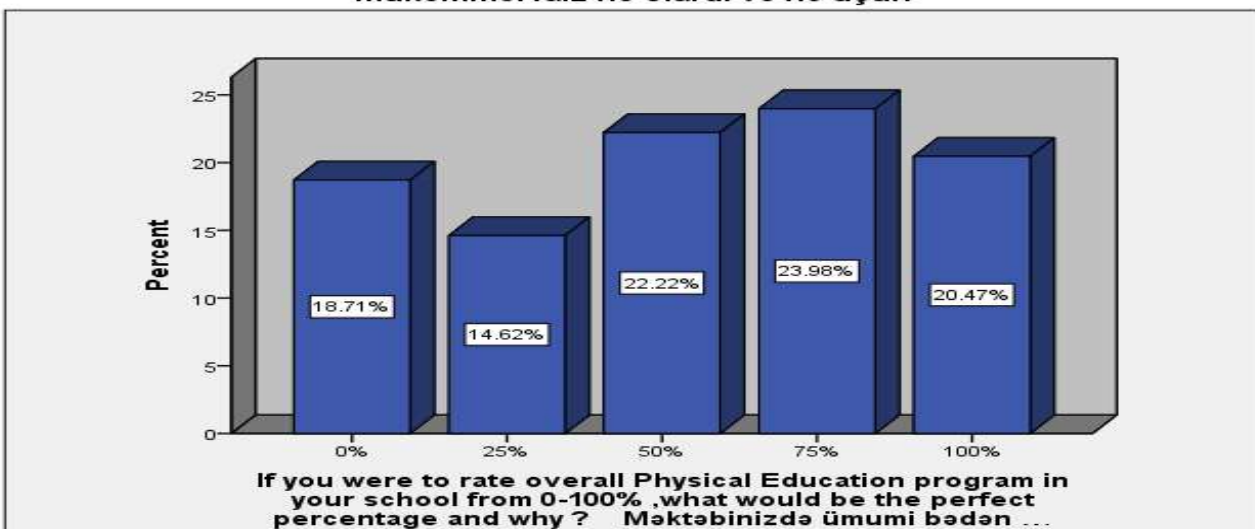


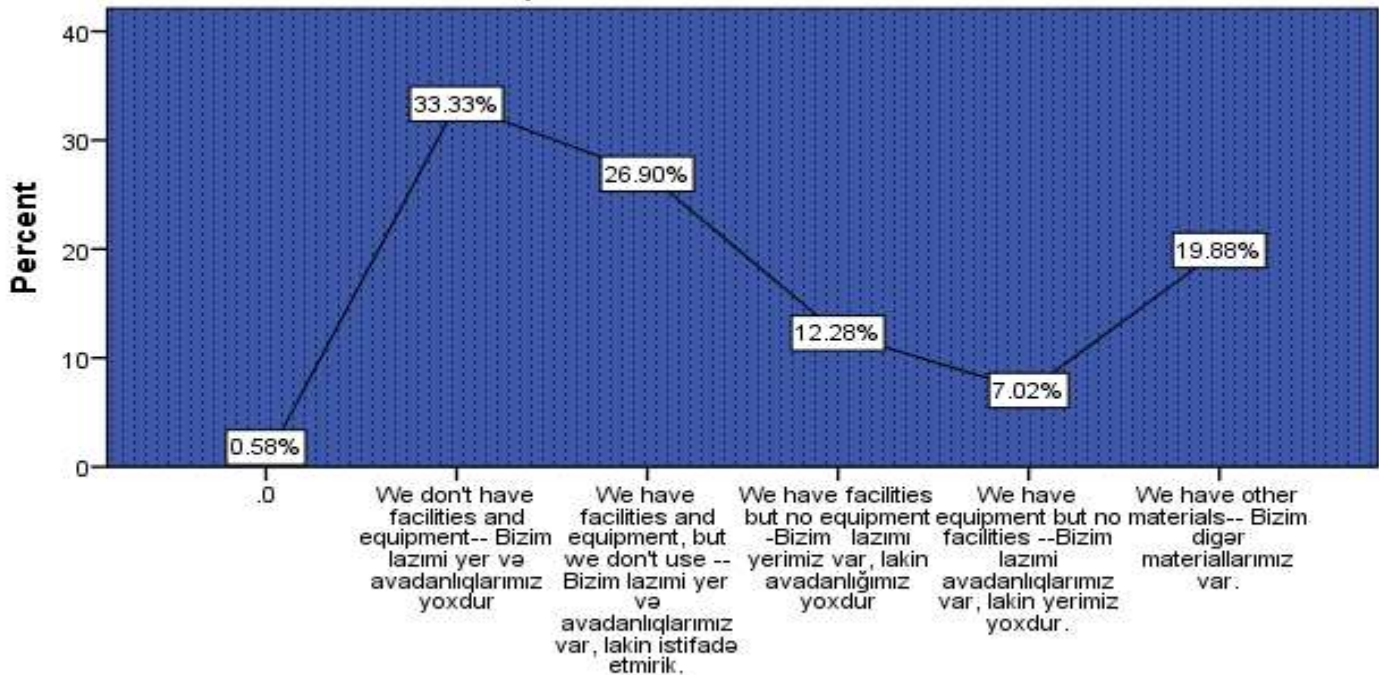
Figure 12.4 If you were to rate the overall Physical Education program in your school from 0-100%, what would be the perfect percentage and why?

The Tenth variable question Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons ? . Bədən tərbiyəsi dərsləri üçün ehtiyac duyduğunuz əşyaların, avadanlıqların və materialların alınmasında problemlər var idi? The result shows that for “We don't have facilities and equipment-- Xeyr, bu şagirdlərin iştirakına təsir etmir , (n=57,33.3%), We have facilities and equipment but we don't use --Bizim lazımı yer və avadanlıqlarımız yoxdur.(n=46,26%), We have facilities but no equipment --Bizim lazımı yer və avadanlıqlarımız var, lakin istifadə etmirik (n=21,12%) We have equipment but no facilities -- Bizim lazımı avadanlıqlarımız var, lakin yerimiz yoxdur. (n=12,7%) and We have other materials- - Bizim digər materiallarımız var. (n=34,19%) the result can be found below in the table 13.4 and figure 13.4

Table 13.4 Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons-. Bədən tərbiyəsi dərsləri üçün ehtiyac duyduğunuz əşyaların, avadanlıqların və materialların alınmasında problemlər var idi?

		Frequency	Percent	Valid Percent
Valid	.0	1	.6	.6
	We don't have facilities and equipment-- Bizim lazımı yer və avadanlıqlarımız yoxdur	57	33.3	33.3
	We have facilities and equipment, but we don't use -- Bizim lazımı yer və avadanlıqlarımız var, lakin istifadə etmirik.	46	26.9	26.9
	We have facilities but no equipment -- Bizim lazımı yerimiz var, lakin avadanlığımız yoxdur	21	12.3	12.3
	We have equipment but no facilities --Bizim lazımı avadanlıqlarımız var, lakin yerimiz yoxdur.	12	7.0	7.0
	We have other materials-- Bizim digər materiallarımız var.	34	19.9	19.9
	Total	171	100.0	100.0

Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons ? . Bədən tərbiyəsi dərsləri üçün ehtiyac duyduğunuz əşyaların, avadanlıqların və materialların alınmasında problemlər var idi?



Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons ? . Bədən tərbiyəsi dərsləri üçün ehtiyac duyduğunuz əşyaların, avadanlıqların və materialların alınmasında problemlər var idi?

Figure 13.4 Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons

4.4 Qualitative Analysis Result

This section of the study provides the result of the qualitative analysis conducted using systematic coding. The participants are four physical education teachers with teaching experience (1 participant -,3 years) , (2 participant - 1 year 4 months) ,(3participant -9years) and (4 participant- 23years),the participants are (n=2 male, n=2 female) .I employed the use of content analysis to analyze the data collected. The transcripts were read several times and systematically code into categories, the diagram below shows the series of word phrase and sentences extracted from all the four online interview responses.

Coding

students cannot attend to physical education classes enough-at least 4 times a week -healthy life depend-on-healthy lifestyle-very hard to stay healthy without physical activities. -personal observation and experience. problem has to be solved in each school. other subjects such as science, literature, increases life quality and helps students with improving. physical activities have huge impact on people's mental condition. - As I am teacher , it is impossible to make everyone love physical education. I always talk about the advantages of physical education with students, motivates and teaches. in say ideal percentage would be 65%1. 4 years-Some schools do not have a gym. For this reason, 7-5 students replied that they had no physical education. Normally, lessons should be held 3-4 times a week. The 15 girls and 16 boys are likely to be in primary school, and they need to have a daily physical education because they are too active. -their experience-, children should have physical education every day, the form of games and desire site and develop in any sport.-Often in high school 9-11, physical education classes are replaced by additional classes tAnd parents agree with this opinion, offer to remove physical education -. Yes, I fully agree with them, some schools do not have enough space and equipment, we have to proceed from improvised materials- diversify the lesson.-Motivating them with rivalry. - 51%-75%-9 years old- Physical education lessons in elementary classes should be held every day that the child's body is formed, exercise more often. There are very few gyms and playgrounds in schools. hold lessons every day. understand the meaning of the benefits of physical education for students- Many schools do not have the necessary amount of sports equipment to match modern teaching methods. Therefore, many students are not interested in- 76%-100% -lessons. A physical education lesson is needed to teach students the basics of a healthy lifestyle.-Lack of movement weakens the body,- exercise is an excellent means for preventing various diseases.-Physical education should be carried out every day.- students grow up healthy. far from bad habits and useful to society citizens. In order to hold a physical education lesson every day.- first improve the financially- technical base. Build additional halls and sports fields. -This is one of the reasons why physical education lessons are held only twice- Many teachers and, unfortunately, parents, consider physical education a secondary -not understanding that physical education contributes to the health and harmonious development of students. -they replace physical education lessons with other- Lack of the necessary sports equipment-students lose interest for physical education. -the method of self-improvement -for girls - shape correction, for boys - the development of strength. 2) the method of self-affirmation (comparing yourself to peers). - a role model (to act as a peer or senior friend). - invitation method(for the company) - ? 76% - 100 %

All of the interview transcripts were read and after reading the data were transcribe and coded. An amount of detail was found, then sorted into a range of categories in the style of a grounded theory approach, six category headings were generated from the data and these are reported below in the category's items in figure 14.4.

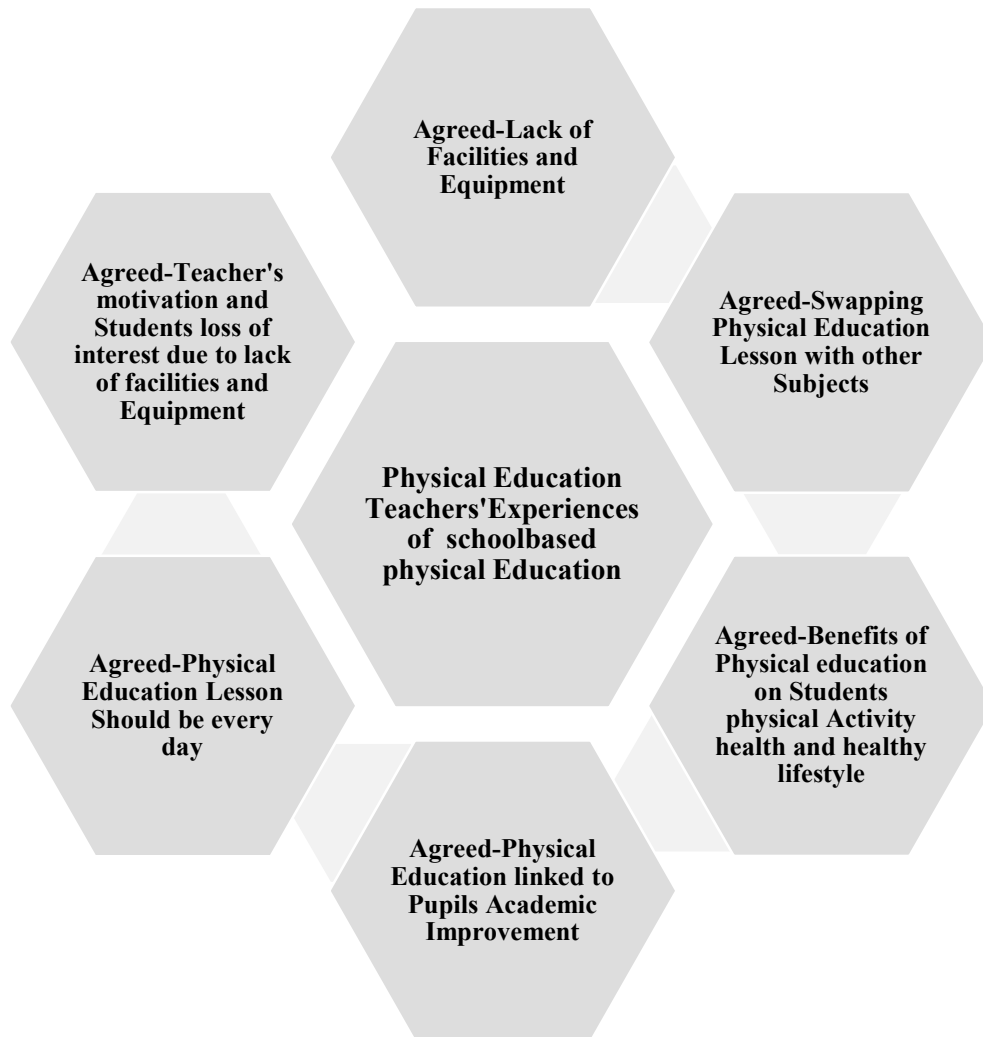


Figure 14.4 Six category headings Physical Education Teachers 'Experiences of school-based physical Education reflections

The numbers represent the number of times the teachers mentioned the selected items while answering the reflections questionnaire. Teachers Participants($n=4$), They mentioned that physical Education Lesson Should be every day(6 times), Physical Education benefits on pupil's Physical activity level and leading healthy lifestyle(11times), Swapping Physical Education Lesson with other Subjects(6times), Physical Education linked to Pupils Academic Improvement(6 times) Lack of Facilities and Equipment(7times) Teacher's motivation and Students loss of interest due to lack of facilities and equipment(4 times), the details can be found below in Figure 14.4 Category items frequency analysis.

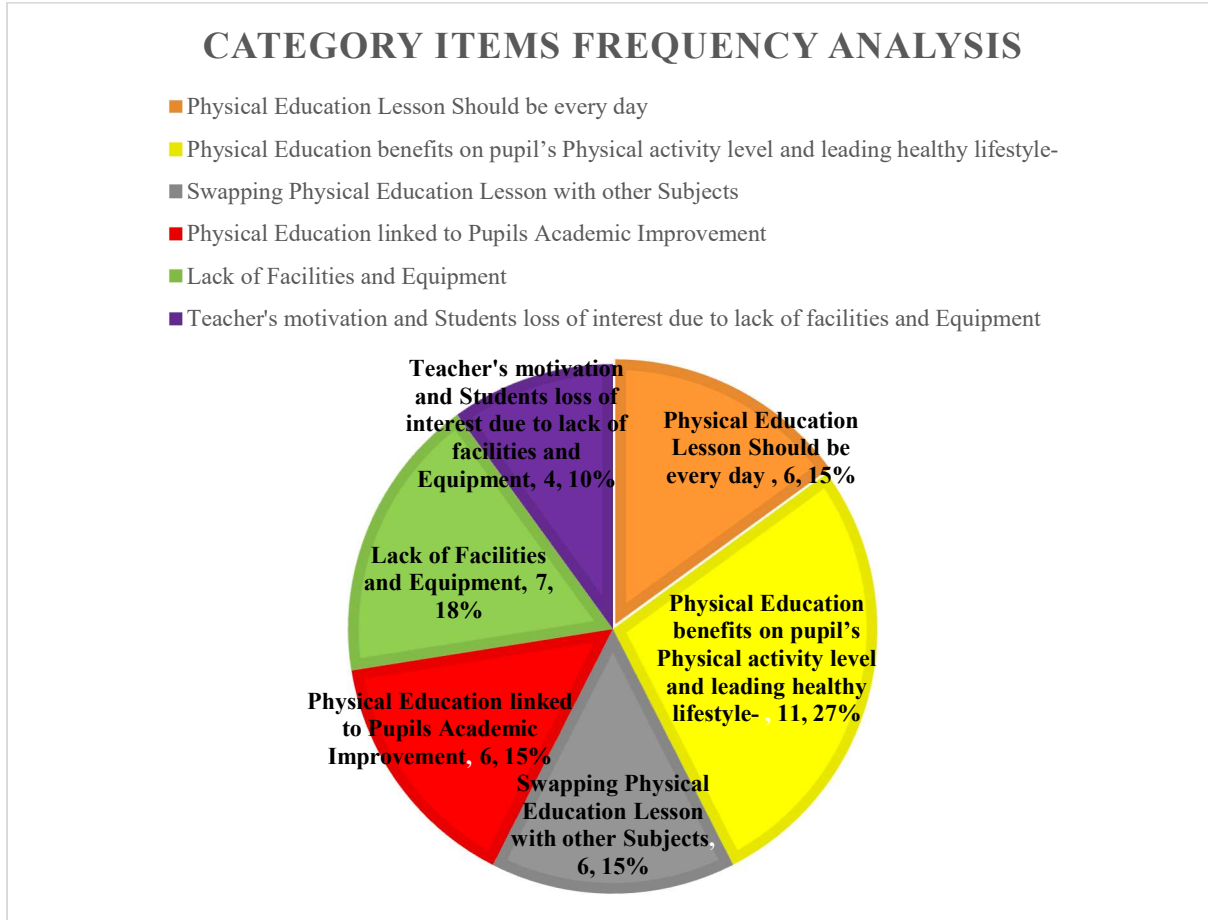


Figure 15.4 Category items frequency analysis

The pie chart above is the frequency analysis of the teacher's reflections in percentage among all the selected categories analysis. Teachers (n=4) physical education lesson should be every day(15%) physical education benefits on pupil's physical activity level and leading a healthy lifestyle(27%), swapping physical education lesson with other subjects physical education linked to pupils academic improvement(15%) lack of facilities and equipment(18%) teacher's motivation and students loss of interest due to lack of facilities and equipment(10 %

Chapter 5

Summary, Discussion, Findings, Recommendation

5.1 Summary

The purpose of this study was to explore the teacher's and pupils' experiences of school-based physical education influence on pupil's physical activity participation in Baku public primary schools and the objective was to explore teachers' and Pupils' experiences of physical education in Baku public primary school, explore pupils' school-based physical education influence their physical activity level in Baku public primary schools. The following research questions were developed to guide the study; 1). What are the engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools? and 2). What is the pupil's response to school-based physical education link to health and their overall quality of life? 3) What is the teacher's reflection response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school? The study was conducted using mixed methods research is an approach, an exploratory sequential design following two phases of data collections starting from the student's survey and I conducted a preliminary analysis of the survey data. The result of the pupil's survey analysis was used to design an interview questionnaire for the teachers and interview were conducted through an online process. The responses of the interview were analyzed using systematic coding and grounded theory approach to categories the items and listed the frequencies of items. The survey and interview descriptive analysis tables and figures could be found in chapter four of this study.

5.2 Discussion

Various studies in the field of physical education have revealed the near interface between the implications of issues surrounding school-based physical education and its influence on pupils' physical activity participation. Some of these issues are insufficient lesson curriculum and time allocation, unsatisfactory physical education teaching styles, reduced time for recess, lack of facilities and equipment, and swapping of physical education lesson for other supposed better subjects. This study affirms the results of those findings and even goes beyond the coverage of the current literature by providing a meticulous insight into the teachers and pupils' school-based physical education experiences at Baku public primary schools and the extent to which pupils' school-based physical education experiences influence their physical activity participation in Baku public primary schools. Throughout the mixed-method analysis of this study, frequent examples confirm the research questions and the objectives of the study.

In consideration of the theoretical framework used to clarify the direction of this research study, the connection between teachers and pupils' experiences, school-based physical education and pupils participation in physical activity is firmly affirmed just as the general goal of the framework is to make research findings more meaningful and adequate to the theoretical constructs in the research (Dickson et al., 2018). For example, this study adopted the engagement theory of teaching and learning, which in education, is a framework for technology-based teaching and learning (Kearsley and Schneiderman, 2006) to guide the research constructs during the process of data collection. The result revealed that motivation for participation is of average for pupils to participate in school-based physical education according to the survey result on pupils' experiences in the Baku public primary schools. The main aim of the engagement theory of education for teaching and learning, which helps pupils to be able to engage in meaningful learning

activities through interaction and collaboration in teachers' given tasks was defeated. This type of approach was revealed to less motivate the pupils internally and externally in their participation in physical education activities. The result of their studies data analysis also revealed the gap between theory and practice, which is a demotivating factor for participation in physical education (Korthagen, 2017; Lunenberg and Korthagen, 2009; Pakhalchuk and Holyuk, 2018; Hills, 2007).

Part of the findings of this study concerning teachers' and pupils' school-based physical education experiences at Baku public primary schools is the insufficient time duration for physical education lessons. Some of the teachers who would have loved to implement physical education activities to the fullest report that they are hindered by the insufficient time for lessons, lack of facilities and equipment and swapping of physical education lesson with other subjects considered important. The implications of all these have far-reaching negative effects such as pupils' sedentary and low interest of pupil's participation in physical education. This is similar to a study conducted in Turkey by (Aktop and Karahan, 2012) on self-report of Physical Education teachers' experiences. It focused on the Turkish physical education curriculum and investigated the gender differences in selecting the teaching methods. The outcome of the study indicated that the teachers considered the Physical Education (PE) lesson curriculum insufficient. Another study by (Lynch and Soukup, 2017) also mentioned insufficient curriculum time allocation for PE lessons.

In this study, the teaching style of the teachers is another exposition about the extent to which pupils' school-based physical education experiences influence their physical activity participation through motivation, however, data wasn't collected on this variable due to time limitation. Correspondingly, a study showed that female teachers use authoritative style while the male teachers use practical style whereas, the pupils preferred expository teaching strategies (Aktop and Karahan, 2012). Several studies focus on teaching preferences and teaching style as

'tools' to understand teachers' experiences (Syrmpas, Digelidis, Watt, and Vicars, 2017; Syrmpas and Digelidis, 2014; Jaakkola and Watt, 2011; SueSee and Barker, 2019) also model-based approach was one of the examples (Casey and MacPhail, 2018). Their studies all reiterated that teachers need to employ appropriate teaching styles and further improve their relationships with their pupils.

Another major implication of this study is how it draws a relationship between physical and pupils' academic performance. This study indicates in the literature review that pupils who had the opportunity to participate in physical activities were more enthusiastic and this had a reflection on their academic performance. This was part of the teacher's reflection responses and many research studies have mentioned that pupils' participation in physical activity during and after school improves their academic achievement, health benefit (Center for Disease Control and Prevention, 2010; Thompson, Singh, Ibarra-Castro, Woodward-Lopez, and Madsen, 2019). Also, classroom-based physical activity lessons have a positive impact on academic performance. It is noteworthy that WHO 2017 and NASPE (2010) recommend letter categories and recess as regular components of school curricula. Physical Education is a part of the overall educational process and is required in elementary schools throughout the world (Pate et al., 1995; European Commission for Youth & Sport, 2012). In Australia (Commonwealth of Australia, Department of Health and Aging, 2012), also in New Zealand (New Zealand Ministry of Health, Physical Activity Guidelines, 2010), nearly all elementary school children are required to participate in some form of physical activity (Harvey et al., 2018).

A similar implication of this is that aside from improving academic achievement, it reduces Obesity (Donnelly et al., 2013). A study like that of Packham and Street (2019) indicates that physical education does not lead to positive effects in the classroom or improvements in

standardized test scores. The study conducted by (Donnelly et al., 2013) however, refutes the study of Packham and Street (2019). Based on the result of their study, Donnelly measured pupils' academic achievement using the Weschler Individual Achievement Test-III, teachers were asked to use their normal traditional classroom instruction method and students in both intervention and control schools. They all continued with their typical physical education schedule (20–30-minute classes/week) the outcome of their cross-sectional studies suggests an association between physical activity and academic achievement in elementary school children. Despite this study didn't collect data on the impact of physical education and physical activity on pupil's academic achievement, the teachers mentioned this benefit several times in their reflection and it serves as an evidence to support the findings of Donnelly 'pupils' academic achievement using the Weschler Individual Achievement Test-III (Donnelly et al., 2013).

5.3 Findings

This part of the research states the findings of this current study by answering the following research questions; 1. What are the engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools? 2. What is the pupil's response to school-based physical education link to health and their overall quality of life? 3. What is the teacher's reflection response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school?

The findings of my study were very surprising than I had predicted. To answer the first research question by gaining some understanding of pupil's the engagement and barriers experienced by pupils during a school-based physical education lesson in Baku public primary schools, I asked whether the pupils have physical education lessons in their school? *Məktəbinizdə bədən tərbiyəsi dərsləri varmı?* if they participate in physical education at school, for how many

minutes per lesson and how many lessons per week? but my research findings show that majority of the primary school pupils age between 8-10, grade 3 and 4 of both male and female living in Baku do not have low access to physical education as seven percent of the participants say they never (Never ---Heç vaxt) and seventy-five percent of the students said sometimes (Sometimes-- Bəzən). It's understandable that seventy-five percent maybe high but sometimes could be once in a month or twice in a month. While just eighteen percent said they have physical education every day (Every day-- Hər gün). The pupils that also had the opportunities (see table 4.4 and figure 4.4 for information and analysis). The responses to the question about their participation also indicated that pupils physical education participation is at the average level because the result shows that eleven percent of the pupils say they are not interested (not interested -- Xeyr, maraqlanmıram) while fifty-three percent says sometimes (Yes, sometimes -- Bəli, bəzən), and thirty-one percent of the pupils selected every day, (every day-- Bəli, hər gün) (see, the result in table 5.4 below and the figure 5.4). Seventy-eight percent of the pupils have physical education lesson(Between 30-40mins -- Arasında 30-40 Mins) once a week or twice a week and (WHO) world health organization standards recommended that children should have at least 60 minutes of physical activity every day.

The pupil's response to swapping of physical education lesson for another subject considered superior subjects fifty-two percent confirmed that they swapped their physical education lesson every day, once a week, twice a week and when asked if it affects their participation in physical education and physical activity eighty-six percent said yes (Yes, it does affect student's participation ---Bəli, bu şagirdlərin iştirakına təsir edir). When asked about their motivation, benefit and rating of their physical activity level, the results are even evidence that these children do understand the benefit, they could derive from participating in physical education

and physical activity. Only Fifty-seven pupils are motivated to participate while the rest don't feel that motivation because they either (Never --Heç vaxt, Rarely --Nadir hallarda or Often-- Tez-tez) being motivated. The second question regarding the pupil's response to school-based physical education link to health and their overall quality of life? However, seventy-seven percent (Strongly Agree --Tamamilə razıyam, or Agree --Razıyam), that participation in health and physical education has enhanced my overall quality of life. Lack of school-based physical education is a major contributing factor of pupil's physical inactivity which is linked to strong bone health, pupil's cardiovascular disease risk, and pupil's fitness level. (Düşünürəm ki, fiziki tərbiyə / təhsil proqramında iştirak mənim ümumi həyat keyfiyyətimi artırıb) And to my greatest surprise, only twenty percent gave rating of their school physical education 100% rating , the analysis and results of these findings can be found in chapter four of this study.

Based on the methodology of this current study, the findings will be in-complete without reporting the teacher's reflection on the response to the pupil's engagement and barriers experienced during school-based physical education in Baku public primary school . the online reflections conducted with the teachers was also analyzed to compare with the findings from the student's survey to check if the teachers would refute the responses rate of the pupils to each of the survey items. My findings show that the teachers are fully aware of all the pupil's experiences and concerns. After coding and systematically categorized the teacher's responses, I found out that all the teacher's reflections were aligned with the student's survey report. The teachers were also concerned that physical education lesson should be every day due to the huge physical education benefits on pupil's health and academic improvement, besides, pupil's physical activity level and leading a healthy lifestyle. The teachers agreed that swapping of physical education lesson with other subjects is a common trend and the striking part of it is that parents do consent it because

they believe physical education is not necessary. One of the teachers mentioned that '*maybe they don't understand the benefit of physical education on children*' and the teachers as well mentioned the physical education linked to pupil's academic improvement. The teachers were also concerned and they believed lack of facilities and equipment are the major problem because some schools don't even have open space which was also mentioned by the pupils that they have problems with facilities and equipment and because of this, the teacher's believed that the pupil's loss of interest is due to lack of facilities and equipment (see figure 14.4 category items frequency analysis). In conclusion, the findings of this study have provided the answer to both research questions, the teachers 'and pupils' school-based physical education experiences at Baku public primary schools and pupils 'school-based physical education experiences influence on their physical activity participation. The findings of the study show that students are not having enough physical education lesson at schools and less physical activity participation. It shows that the teachers are also aware of the situation and they believe the lack of facilities and equipment is the main barriers for students participating in physical education and physical activity in schools around Baku⁴. The teachers went on to elaborate on lack of facilities and equipment ,swapping of physical education lesson for another subject ,have physical education lesson once or twice a week at a very short time spent during the lesson as an indication of trying to eradicate physical culture in our schools. The teachers also highlighted on the link between pupil's participation in physical activity and pupil's academic improvement⁵. In summary ,quality school based physical education enhanced

⁴ Schools play a crucial role in providing opportunities for children to be physically active, as they have the necessary equipment, personnel, facilities and curriculum to promote activity(Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2014)

⁵ Participation in physical activity is positively related to academic performance in children.(Singh, 2012)

overall quality of pupil's life. Promoting school-based physical education lesson could be an important public health priority ⁶

5.4 Limitations of the study

There are three limitations to this study due to the advent of the COVID-19. The limitations are as follows ;(1) it led to changing the data collection procedure to online instead of face-to-face, and also eliminating checking the pupil's physical activity level. (2) The survey link was sent out aiming for pupils in public schools but at this point am not sure that all the respondents are from public schools and (3) I only selected physical education teachers from public school. However, all these don't have any implication on this study in anyways because the main focus of the study was about children and instead it allows me to increase the sample size of the study which is a huge benefit for the study.

5.5 Significance of Study

The study of exploring teacher's pupil's experiences of physical education in Baku primary schools can be a learning paradigm considering Azerbaijan as one of the WHO member working on the road map to reducing insufficient physical activity level among primary school pupils and to ensure that physical education classes are being delivered as stated in the Azerbaijan national education curriculum by proving physical education programs characterized instruction to be delivered by certified physical education teachers with the availability of facilities and equipment such as a playground, pitch, open space for the free place to encourage pupils' participation in physical education and physical activity at all school level. This study will also be of great benefit to the ministry of education, school directors and all other education stakeholders.

⁶ Promoting physical activity (PA) is an important public health priority (Prins et al., 2010).

5.6 Recommendations

Closing the gap between theory and practice could be one of the first steps to achieving effective school-based physical education. The study of Mackenzie, Son, & Eitel (2018) indicated that outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity was effective and meaningful as it enhances participants' intrinsic motivation to engage in both physical activity and science education; this study is an example of putting engagement theory into practice of teaching school-based physical education this research study supported the findings of this current study.

In order to enhance physical education and physical activity increase level in schools, I would recommend that a comprehensive approach from the ministry of education is necessary to design a road map towards providing schools with facilities and equipment, and as well as a comprehensive teacher's professional development opportunities which would help enable schools to improve opportunities for students to become physically active adults and lead a healthy lifestyle . The evidence gathered in this study also shows that physical education classes are being swapped for other subject ,some of our educators perceived physical education as just mare sports or physical activity for the students. It has been proven by various researches that physical education, physical activity helps pupils to build healthy bones, improves strength and endurance⁷, helps control pupils' weight and reduces the risk of obesity, improve pupils academic performance and boosts their self-confidence and as well promotes psychological well-being for the overall child's development which are important for pupil's transitions to adulthood. In regard to all these benefits of physical education and physical activity, I would recommend to the ministry of

⁷ (Harvey et al., 2018), (Donnelly et al., 2013), (Dills, Morgan, & Rotthoff, 2011)

education to make physical education an examination subject at both primary and secondary school level .

Another point is that teachers need to employ appropriate teaching styles to ensure pupils' motivation in participating in physical education. Additionally, the relationship between learning objectives and teaching strategies should always be made explicit in the curriculum. In this aspect ,I would also recommend regular onsite schedule professional development program for teachers in order to be able to engage pupils in regular physical activity and increase knowledge, confidence and skills of physical education teachers. In addition, this study suggested more research should be conducted on the perception of school directors regarding swapping of physical education lesson for another subjects, the impact of physical education and physical activity on pupil's academic achievement .

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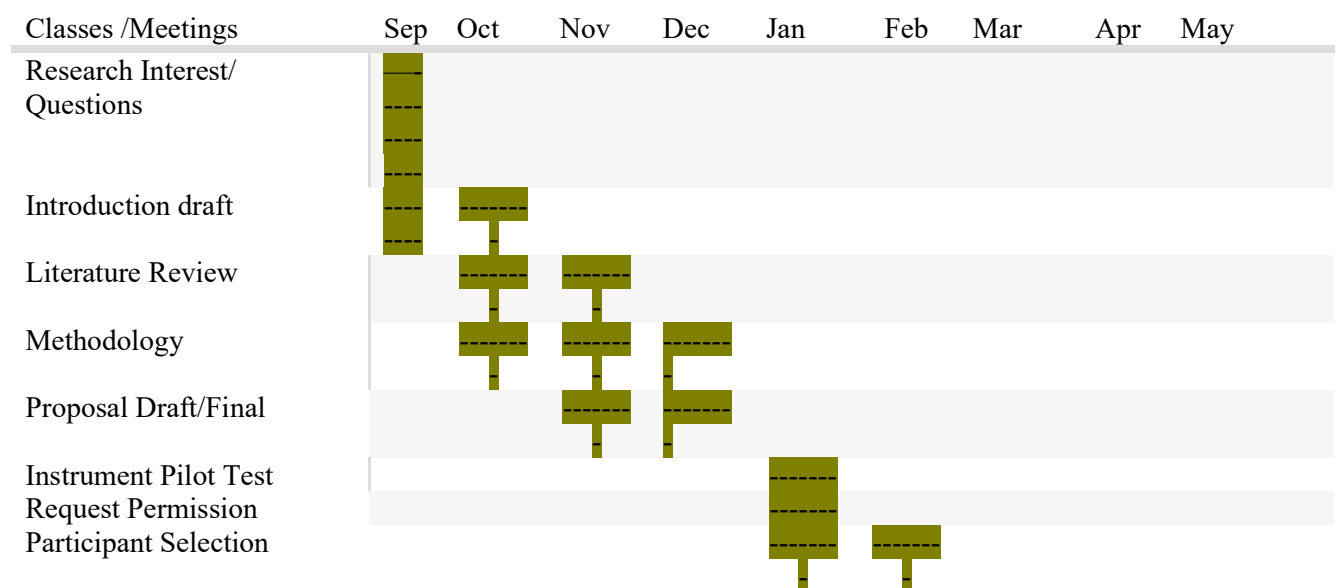
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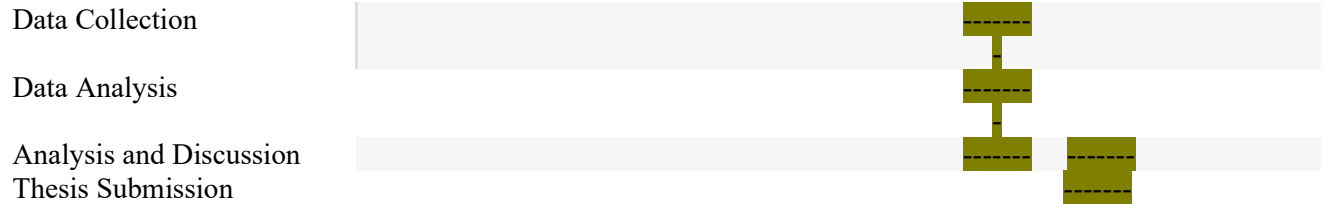
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APPENDIXES

Appendix (A) Research Timeline (2019-2020)





Appendix (B) Students Survey Questionnaire

Müəllimlərin və şagirdlərin təcrübələrini bədən tərbiyəsində

Gender:

Male (Kişi)

Female (Qadın)

AGE-. How old are you? Neçə yaşın var?

1. What grade are you? Neçənci sinifdə oxuyursunuz?

Možnih je več odgovorov

2 3

4

5

2. Do you have Physical education lessons in your school? Məktəbinizdə bədən tərbiyəsi dərsləri varmı?

Možnih je več odgovorov

Never ---Heç vaxt

Sometimes-- Bəzən

Every day-- Hər gün

3. Do you participate in Physical Education lesson regularly? Bədən tərbiyəsi dərslərində mütəmadi olaraq iştirak edirsiniz?

Možnih je več odgovorov

No, not interested -- Xeyr, maraqlanmıram

Yes, sometimes -- Bəli, bəzən,

Yes, every day-- Bəli, hər gün

4. On average, how many minutes is each lesson period scheduled to last? Ort hesabla hər dərs müddəti neçə dəqiqə davam etməlidir?

Možnih je več odgovorov

- Between 20-25mins -- Arasında 20-25mins
- Between 30-40mins -- Arasında 30-40 Mins
- Between 50-60mins --Arasında 50-60 mins

5. How many physical education lessons do you have per week? Həftədə neçə bədən tərbiyəsi dərsi keçirsiniz?

Možnih je več odgovorov

- None-- Heç biri
- One-- Bir
- Two-- İki
- Three-- Üç
- Four-- Dörd
- Five-- Beş
-

6. Sometimes schools swop or use physical education lessons to teach subjects lscience, mathematics and other subjects considered more important than Physi Education (A)How often does that happen in your school ? (B) Do you think it affects/ in uenced students' participation in physical education in your school ? Bəzən məktəblər bədən tərbiyəsi dərslərindən elm, riyaziyyat və Bədən tərbiyəsindən daha vacib hesab olunan digər fənləri tədris etmək üçün istifadə edirlər və ya istifadə edirlər?

Možnih je več odgovorov

- Once a week -- Həftədə bir dəfə
- Twice a week --Həftədə iki dəfə
- Every day -- Hər gün
- Never --Heç vaxt
- (B) Sizcə, bu məktəbdə ziki tərbiyədə şagirdlərin iştirakına təsir edib / təsir edib?
- Yes, it does affect student's participation ---Bəli, bu şagirdlərin iştirakına təsir edir.
- No,It doesn't affect students participation-- Xeyr, bu şagirdlərin iştirakına təsir etmir.
- Other:

7. Were there any problems in getting facilities, equipment and supplies of materials you needed for physical education lessons ? . Bədən tərbiyəsi dərsləri üçün ehtiyac duyduğunuz əşyaların, avadanlıqların və materialların alınmasında problemlər var idi?

Možnih je već odgovorov

- We don't have facilities and equipment-- Bizim lazimi yer ve avadanliqlarimiz yoxdur
- We have facilities and equipment, but we don't use -- bizim lazimi yer ve avadanligimiz var, lakin biz istifade etmirik
- We have facilities but no equipment -- bizim yerimiz var, lakin avadanligimiz yoxdur
- We have equipment but no facilities --Bizim lazimi avadanliqlarımız var, lakin yerimiz yoxdur.
- We have other materials-- Bizim digər materiallarımız var.

8. Do you think Physical Education is seen as important subject in your school ?Sizcə bu məktəbdə Bədən tərbiyəsi vacib bir fənn kimi qiymətləndirilirmi?

Možnih je več odgovorov

9. Do you think you have enough time duration for physical education lesson? Bədən tərbiyəsi dərsi üçün kifayət qədər vaxt müddəti var?

Možnih je več odgovorov

- Not enough--- Kifayət deyil,
- Yes, the time duration is enough-- Bəli, vaxt kifayətdir
- Am not sure --Əmin deyiləm

10. Do you think you benefit from Physical Education lesson? Bədən tərbiyəsi dərindən faydalandığınızı düşünürsən?

Možnih je več odgovorov

- Yes, I do-- Bəli, faydalanıram
- No, I don't-- Xeyr, faydalanmıram
- Maybe --Ola bilsin

11. Do you think you have developed fundamental motor skills such as runningskipping, throwing, or striking during Physical Education lessons? Bədən tərbiyə dərsləri zamanı qaçış, atlama, atma və vuruş kimi əsas motor bacarıqlarını inkişaf etdirdiyinizi düşünürsünüz?

Možnih je več odgovorov

- Strongly Agree --Tamamilə razıyam
- Agree --Razıyam,

- Disagree --Razı deyiləm,
- Strongly Disagree-- Qətiyyən razı deyiləm

Preview - data is not collected.

12. Do you feel motivated to participate in physical education lesson ? Bədən tərbiyəsi dərində iştirak etmək həvəsiniz var?

Možnih je več odgovorov

- Never --Heç vaxt,
- Rarely --Nadir hallarda
- Often-- Tez-tez
- Every time-- Həmişə

13.I believe participation in health and physical education has enhanced my over quality of life.Düşünürəm ki, ziki tərbiyə / təhsil proqramında iştirak mənim üm həyat keyyyətini artırıb

Multiple answers are possible

- Strongly Agree-- Tamamilə razıyam
- Agree-- Razıyam,
- Disagree --Razı deyiləm,
- Strongly Disagree --Qətiyyən razı deyiləm

14.How would you rate your overall physical activity each day?Hər gün ümumi z fəaliyyətinizi necə qiymətləndirərdiniz?

Multiple answers are possible

- 0%
- 25%
- 50%
- 75 %
- 100 %

15.If you were to rate overall Physical Education program in your school from 0-10 ,what would be the perfect percentage and why ? Məktəbinizdə ümumi bədən tərbiyəsi proqramını 0-100% səviyyəsində qiymətləndirsəydiniz, mükəmməl faiz n olardı və nə üçün?

Multiple answers are possible

Appendix (C) Teacher's Interview Question Sample

Изучение опыта преподавания учителей физкультуры и опыта участия учеников в занятиях физкультурой в начальных школах Баку

Олувасеи О. Содия
Магистратура по управлению образованием
Факультет образования
Университет АДА

Уважаемая Госпожа/ Уважаемый Господин,

Вопросы этого интервью подготовлены в рамках исследования опыта преподавания физкультуры как учителей, та также опыта учеников по участию в уроках физкультуры в начальных школах г. Баку, проведение которого было утверждено Университетом АДА. Целью данного исследования является изучение опыта учителей физкультуры и участия учеников в уроках физкультуры с тем, чтобы сопоставить ответы учителей и учеников и установить, как преподавание физкультуры в школах может влиять на физическую активность учеников.

Я буду очень признателен вам за то, что вы выделите ваше время для ответов на эти вопросы. В этом интервью я спрошу Вас о преподавании физкультуры в вашей школе, о времени, которое выделено на преподавание физкультуры по курикулуму, ваше видение того, как и как много физкультура должна преподаваться, и как методически это делается. Отвечая на вопросы интервью, отвечайте, основываясь на преподавание физкультуры в вашей школе. Также, пожалуйста, подумайте о требованиях к преподаванию

физкультуры, В
целом. Если вы не возражаете, я бы попросил вас записать ваши ответы на телефон с тем, чтобы я мог точно перевести ваши ответы. Я хотел бы также вас заверить, что конфиденциальность ваших ответов будет обеспечена.

Вопросы

1. Сколько лет вы уже преподаете физическую культуру?

2. Недавно был проведен опрос среди учеников начальных школ (как государственных, так и частных) в Азербайджане о преподавании предмета физическая культура в их школе. В опросе приняли участие 171 ученик. Согласно результатам опроса 15 девочек и 16 мальчиков сказали, что у них физкультура бывает каждый день, 54 ученика и 73 ученицы сказали, что у них уроки физкультуры проводятся иногда, а 7 учеников и 5 учениц ответили, что у них никогда не бывает уроков по физкультуре. Как учитель физкультуры, как Вы можете объяснить такие результаты опроса, опираясь на ваш опыт преподавания этого предмета?

3. Физкультура-это предмет, который должен преподаваться в начальной школе каждый день. По результатам опроса, 56 мальчиков и 78 девочек из 171 общего числа участников опроса сообщили, что у них физкультура проводится дважды в неделю. Это показывает, что ученики начальной школы испытывают недостаток уроков физкультуры и физической активности в школе. Как учитель физкультуры, как вы думаете по этому поводу, основываясь на вашем опыте?

4. По результатам проведенного опроса, 49 мальчиков и 47 девочек (из 171 участника опроса) показали, что в их школе физкультура обычно заменяется другими предметами, которые считаются более важными, чем физкультура. Как учитель физкультуры, как вы можете объяснить эти результаты, основываясь на своем опыте преподавания физкультуры ?

5. Большинство учеников сказали, что у них в школе недостаточно оборудования и возможностей для проведения уроков физкультуры. А 34 ученика (как девочки, так и мальчики) сказали, что их учителя физкультуры используют подручные материалы для проведения уроков физкультуры. Как учитель физкультуры, что вы можете сказать по поводу таких полученных результатов опроса, основываясь на вашем опыте преподавания физкультуры?

6. Как вы мотивируете ваших учеников, которые обычно не заинтересованы в участии в уроках физкультуры или физических упражнениях ?

7. Если Вам предложат оценить уроки физкультуры в вашей школе, как будет выглядеть ваша оценка в процентном соотношении 0%-25%, 26%-50%, 51%-75% ,76%-100% ?

Спасибо Вам за то, что выделили ваше время на сотрудничество, которое очень важно для понимания результатов опроса. Вашим ответам на эти вопросы гарантируется конфиденциальность.

Appendix (C) Teacher's Interview Question Sample

Exploring Teacher's Pupils Experiences and Pupils Physical Activity Participation in Physical Education in Baku Primary Schools

Oluwaseyi O. Sodiya
Master of Arts Education Management
School of Education
ADA University

Dear Sir/Madam,

This interview questionnaire is strictly for a research project title exploring teacher's pupils' experiences and pupil's physical activity participation during physical education in Baku primary schools which has been approved by the school education ADA university.

The objective of the study is to explore the teacher's and pupils' experiences of school-based physical education, to correlate the response of teachers and pupils and identify how it influences pupil's physical activity participation.

I would appreciate your time by answering this interview questions. During this interview, I would ask about physical education at your school, class time that is spent teaching a physical education curriculum, your philosophy of teaching physical education, instruction on physical activity. As you think about the questions that I ask, please consider all physical education provided to students at your school. Also, please think about the physical education requirements for students in general. I hope you wouldn't mind if I taped the interview ? because It would help me stay focused on our conversation and it will ensure I have an accurate record of what we discussed all your answers would be kept confidential.

Questions

1. How many years have you been teaching Physical Education before this year?

2. A recent survey was conducted among Azerbaijani primary school students about Availability of P.E Lesson in School- Məktəbinizdə. According to the result of the survey, out of 171 students that participated(15 male and 16 female)said they have Physical Education every day (54) male and (74)female said sometimes they have P.E lesson while 7male and 5 female said they never have P.E lesson in their school. As a P.E teacher, how would you explain or reflect on this result based on your teaching experience?

3. Physical Education is a subject that should be provided in school for students every day. According to the result of the survey (56) male and (78) female out of 171 participants confirmed that they only have physical education lesson two times a week. This indicated that the students are not having enough physical education lesson and physical activity participation at school. As a P.E teacher, how would you explain or reflect on this result based on your teaching experience?

4. The result of the survey indicated that (49) male and (47) female said that their physical education lesson is being replaced by another subject considered important than physical education lesson. As a P.E teacher, how would you explain or reflect on this result based on your teaching experience?

5. Majority of the students stated that they don't have equipment and facilities for Physical education lesson, while 34 students both male and female said that their teachers are using alternative materials. As an in-service P.E teacher, how would you explain or reflect on this result based on your teaching experience?

6. How do you motivate students that are not typically interested in exercise?

7. If you are to rate the physical education program in your school what would be your ideal percentage 0%-25%, 26%-50%, 51%-75% ,76%-100%?

Thank you for your time, your cooperation is essential for making the result of this interview accurate and timely. Your answers would be kept as a confidential document.