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'Get into Groups'
**Young Pacific Island Women and the potential
for Empowerment in Physical Education**

A thesis presented in partial fulfilment of the requirements for the

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ABSTRACT

Drawing on a case study of three South Auckland schools, the aim of my research is to investigate how Pacific Island young women are empowered or disempowered through their experiences in the Physical Education classroom, and how they negotiate these experiences. Ways to improve the delivery of the Physical Education Curriculum to ensure it is meaningful, engaging and empowering for young women of Pacific Island descent are also explored. This research is qualitative in design and underpinned by feminist research principles, hence the voices of these Pacific Island young women are privileged.

The findings of my study show that delivering a Physical Education Curriculum where the focus is not solely on physical skill acquisition seems to resonate with Pasifika young women. One which includes a broader understanding of health and wellbeing where emphasis is placed on appreciating the whole body, and the importance of non-physical skills such as relationships and interpersonal skills. Feelings of empowerment were thus experienced. Having supportive friends in the class and the desire to have a positive adult role model is also strong. Teachers are better positioned to facilitate transformative experiences when a rapport has been built. The degree to which empowerment was felt within the Physical Education classroom appeared to have some impact on the young women's involvement in co-curricular sport. However, parental influence was the largest contributing factor of participation levels in physical activity outside the classroom setting, contesting views surrounding the influence of schooling as a sole means to promoting physical activity.

This study supports findings in the Sport for Development literature, of which Physical Education is a part of who argue that using sport and physical activity as an opportunity for development must combine sport and play with other non-sport components, such as leadership, in order to enhance effectiveness. This is particularly so if empowerment is to occur. Thus, the old 'sport techniques' paradigm, which still appears to prevail in New Zealand secondary schools is argued not to be conducive to the empowerment process. If empowerment is to occur on the individual level, as well as relational and social, a more holistic approach should be applied within the classroom. Finally given the influence of parents, if Physical Education is to be truly empowering to Pacific Island young women, especially in the longer term, the establishment of effective partnerships with Pacific Island families and community, such as the church, are also required.

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LIST OF ABBREVIATIONS

BMI	Body Mass Index
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DAWN	Development Alternatives with Women for a New Era
DP	Deputy Principal
EFA	The World Declaration on Education for All
GAD	Gender and Development
GDI	Gender Development Index
GEM	Gender Empowerment Measure
HOD	Head of Department
HPE	Health and Physical Education
MDGs	Millennium Development Goals
MUHEC	Massey University Human Ethics Committee
NZ	New Zealand
NZC	New Zealand Curriculum
NCEA	National Certificate in Educational Achievement
PE	Physical Education
S4D	Sport for Development
SEPE	Sport, Exercise and Physical Education
SPAD	Sport and Physical Activity for Development
SPED	Sport and Physical Education for Development
TKI	Te Kete Ipurangi
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WAD	Women and Development
WID	Women in Development
WHO	The World Health Organisation

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CHAPTER ONE:

INTRODUCING THE THESIS

1.1 INTRODUCING THE RESEARCH PROBLEM

Pasifika¹ people enjoy a strong association with sport in New Zealand (NZ) and contribute enormously to sporting richness (Talagi, 2011). Sporting successes from high profile female athletes such as Valarie Adams in field events and Maria Tutaia in netball, not only have the potential for bolstering engagement of young women in sport, but they contest some of the negative stereotypes associated with the health status and lifestyles practices of Pacific Island women (Caldwell, 2010).

Despite various positive representations, Pacific women and girls also feature negatively and are disadvantaged in many spheres. They experience higher levels of unemployment; when employed they often work in positions that require less skill and knowledge, and are poorly paid. Within NZ society they hold fewer positions of power, and have greater levels of poverty (Casswell, Huakau, Howden-Chapman, & Perry, 2011; Statistics New Zealand, 2010). The statistics show that 27% of Pacific people in New Zealand meet the criteria for living in severe hardship, compared to just 8% of the total population. In addition, only 1% enjoy very good living standards² (Ministry of Health, 2014)³. In terms of physical health, Pacific women are more likely to be overweight, or obese, and have poorer health outcomes. They are represented in smoking statistics, and lifestyle illnesses such as diabetes and heart disease. Moreover, Pacific Island children are less likely to engage in organised sport and

¹ Throughout the thesis Pasifika and Pacific will be used interchangeably.

² Living standards are a direct measure of an individual's or family's actual consumption of goods and services that are essential for wellbeing (Ministry of Health, 2011).

³ These statistics have not been sex disaggregated; the most recent date back to 2006.

physical leisure activities comparative to any other cultural group (Statistics New Zealand, 2010).

The NZ Ministries of Health and of Pacific Island Affairs have a particular focus on addressing poor health related outcomes for Pacific Island people, acknowledging that good health and exercise habits often commence in childhood. Yet despite the fact *physical activity* is the second highest modifiable risk factor for poor health, the first being smoking [my emphasis in italics] (Tava'e & Nosa, 2012), *little research* has been conducted in NZ on Pacific children's lack of engagement with sport and physical leisure activities. Of relevance to this thesis is that people's first sporting experience often occurs within the education setting, in the physical education (PE) classroom (Deem & Gilroy, 1998).

The PE classroom can provide the 'perfect' opportunity for capturing young people's attention early in terms of health and physical activity, information, and experiences, empowering them to make positive health choices that can have a bearing on later life (Nuviala et al., 2011). Additionally, the PE classroom can also be a place where young women have the opportunity to challenge some of the dominant and limiting discourses surrounding femininity (Garrett, 2004, p. 223). The PE classroom can also be a space where a broad range of skills, such as teamwork or leadership can be learnt, potentially increasing empowerment (Huggins & Randell, 2007).

Negative experiences within the PE classroom however, have the potential to put students off physical activity for life (Azzarito & Solomon, 2005; Granero-Gallegos, Baena-Extremera, Gómez-López, & Abrales, 2014). Many young people, especially girls, can instead disengage from the PE setting, seeing it to be a disempowering process rather than a space where positive transformation can occur, where lifelong lessons can be learnt. For Pasifika girls, as a minority group, it could also raise additional challenges. Fitzpatrick (2011b) argues that the NZ PE Curriculum is aimed

towards white males and, as they are not from the dominant culture, Pasifika boys and girls could be disadvantaged thus disempowered within this system⁴.

This thesis looks to document and position the experiences of Pasifika girls in the PE classroom, unpacking critically the idea of PE as an empowering or disempowering process. As mentioned above, Pasifika people in NZ often face disadvantage and it is within this sphere that the PE experience also needs to be understood. Moreover, because there is a growing trend where many of society's problems, such as addressing disadvantage, are being placed in the hands of schools, it is important to understand this idea further, albeit with caution. Section 1.2 below positions Pasifika people's disadvantage in NZ, highlighting some of the complexities, while section 1.3 to follow introduces briefly the idea of schools, via education, responsible for addressing social issues.

1.2 POSITIONING PACIFIC PEOPLE'S DISADVANTAGE IN NEW ZEALAND: OUTLINING THE CHALLENGES

Pacific peoples began migrating to NZ in increasing numbers following the Second World War. Migration was encouraged to fill labour shortages, mostly in low income and unskilled positions within the workplace (Ministry of Education TKI, 2012., para. 4; Ward & Masgoret, 2008). Following neo-liberal reforms in the late 1980s and 1990s, NZ income inequalities increased (Casswell et al., 2011). The hardest hit sectors were those where Pacific Islanders and Māori worked and included the unskilled manufacturing and service sectors (Ministry of Education TKI, 2012., para 5).

Hence, Pacific peoples have faced considerable hardships, particularly with regard to economic progress. While there has been a slow trend in advancement in recent years, as work and income patterns for Pasifika have begun to improve, significant economic disparities still exist compared comparative to other NZ ethnic groups (Ministry of Education TKI, 2012). With skills not always suited to the NZ labour

⁴ The aforementioned will be expanded upon later on in Chapter 2 of the thesis.

market (Statistics New Zealand, 2010), many Pacific Islanders find long hours and multiple jobs to be their reality. The majority of long hour, multiple job workers are in the low income brackets, and this can have a significant impact on children's lives, as many parents look to their children to assist at home with childcare and household chores (Fursman, 2009).

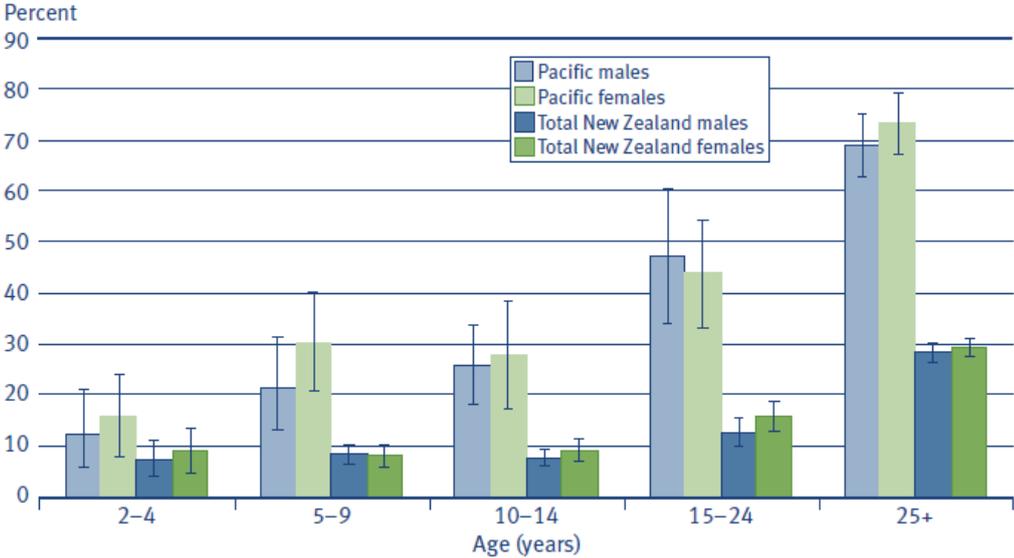
Many parents are tired from long working hours. This can negatively impact the household and family practices; they may be too tired to make healthy decisions around nutrition, or prepare healthy meals and/or too tired to engage in organised physical activity. With limitations placed on time, transport, costs and home responsibilities, it is easy to surmise, in relation to the point made above by Statistics NZ (2010), why Pacific Island children are less likely to be involved in organised school sport⁵, and may have unsatisfactory diets.

Poor nutrition, and a lack of physical activity, has resulted in overweight children and adults, which, if no intervention is made, precipitates obesity.⁶ Pacific Island young people consume more junk food than any other ethnic group (Helu, Robinson, Grant, Herd, & Denny, 2009, p. 17). Over one in five Pacific children (23%), and three in five Pacific adults, (62%) are obese (Ministry of Health, 2013). These rates are 2.5 times higher than rates for non-Pacific adults and children (Ministry of Health, 2013). These percentages represented in Figure 1, are in comparison with the total number of NZ males and females.

⁵ This is not to say Pasifika families do not have an appreciation for sport. Indeed, sport plays a pivotal role in cultural and church events, even though it may not be considered 'organised'. Within the church and cultural space, sport and physical activity can provide people and groups with a sense of togetherness, belonging and support during interaction (Schulenkorf, 2012, p. 6) .

⁶ While the measurement of Body Mass Index (BMI)⁶, is somewhat flawed and does not take into account *biological ethnic differences*, it is the single most commonly used yardstick to measure obesity rates and to draw on comparisons on trends over time (Rothman, 2008; WHO, 2014a). The World Health Organisation states 'Childhood obesity is one of the most serious public health challenges of the 21st century' (2014b., para. 1). Many overweight and obese children are likely to remain obese into adulthood and suffer from the diseases associated with obesity such as diabetes and heart disease (WHO, 2014b). More Pacific Islanders suffer from, for example, diabetes comparative to any other ethnic group in NZ (Jackson & Minster, 2012).

Figure 1- Percentage of Overweight Pacific Males and Females Compared to total New Zealand



Source: Ministry of Health, (2012, p. 19).

Many blame the parents for this epidemic, believing they are negligent, spending their money on smoking, drinking or gambling, as opposed to plentiful and healthy food, thus perpetuating a negative stereotype of Pacific Island parents (Carroll, Casswell, Huakau, Howden-Chapman, & Perry, 2011; Loto et al., 2006). Discussions surrounding reduced levels of physical activity, or poor food choices or low levels of food availability and resulting poor health can be highly politically-fuelled debates. Despite this perception, Pacific Islanders face challenges with the affordability of healthy food, (Statistics New Zealand, 2010). Recent media attention on the number of students who do not bring lunch to school (Christian, 2014; KidsCan, 2014) either reinforces the negligent parent rhetoric, or highlights the widening poverty gap in NZ. Regardless of causal rationale, without the basic human need of food being met, especially in terms of quality, students function poorly at school, are not able to concentrate, and do not have the sustenance to maintain prolonged physical activity. This in part has seen a change in policy by the Government, where schools are now providers of, for example, nutrition, relying upon schools to solve another of society’s ills.

1.3 EDUCATING TO ADDRESS SOCIAL ISSUES

UNICEF (2002) states, 'Schools can serve to reduce or challenge existing social inequality' (p.3). The NZ Curriculum, as shown in Chapter Two, is deliberately tailored with this in mind, with a focus on improving society and includes competencies, which seek to do this. The Curriculum vision aims for 'confident, connected, actively-involved lifelong learners who contribute to the well-being of New Zealand.' Education, it is argued, ought to, and can, make a significant citizenship contribution (Ministry of Education, 2007, p. 4). With reference to PE, Granero-Gallegos et al. (2014) contend schooling, therefore, has a fundamental role in teaching children and youth to be responsible by learning about, and adopting a physically active lifestyle. Much emphasis is placed on the power of the PE class to develop the individual, teach about health promotion, equip with broader skills such as leadership and teamwork, and address social issues. This idea is also very much in keeping with key debates seen in the sport for development literature, where according to the Sport for Development and Peace International Working Group and the United Nations, sport is seen to have the most benefits in, for example, individual development; health promotion and disease prevention; promotion of gender equality; and social integration⁷. They also advocate that using sport as an opportunity for development, must combine sport and play with other non-sport components, such as leadership to enhance effectiveness (United Nations, 2015). Chapter Two expands this discussion.

While this has the potential to be true, many academics and schools principles argue too much emphasis has been placed on schools to be the primary driver of change (Gerritsen, 2014). With reference to making healthy life choices, when all responsibility is placed on the school, rather than the interconnectedness of such things as home life, the food choices that may be available, marketing which targets children, to name a few, then this notion becomes problematic (Cushman, 2008). This thinking does little to account for those influences, which lie outside schools such as parents and income (O'Neill, 2014, as cited in Gerritsen, 2014). In seeking to address

⁷ Other areas noted, but not relevant to my study, are: Social capital development; Peace building and conflict prevention/resolution; Post-disaster/trauma relief and normalisation of life; Economic development; Communication and social mobilisation.

societal problems, via various initiatives such as ‘breakfast in schools’ and dental clinics on school grounds, the role of schools is to alleviate the symptoms of poverty. It is beyond schools to solve the cause of the problem rather their focus should be on mitigating the effects of being disadvantaged so that children can get as much as possible out of their time at school.

1.4 AIM OF THE THESIS AND RESEARCH QUESTIONS

The aim of this study is to:

Explore how young Pacific Island women are empowered, or disempowered, through their experiences in the PE classroom, and what is the potential flow on in relation to wider school and community organised physical activity.

From the aim, the three specific research questions are:

- I. How are young Pacific Island women empowered or disempowered through their experiences in Junior PE?
- II. How do these experiences within the PE classroom then impact student’s involvement in co-curricular sport and/or physical activity outside of school?
- III. What changes do schools need to make to the delivery of the PE Curriculum for it to be empowering for young Pacific Island women?

This thesis is situated within a feminist empowerment, conceptual and methodological framework. Application of a feminist methodology allows the participants’ experiences to be privileged, and their voices to be heard; this is vital, as limitations are often placed on Pacific Island youth participation and voice (Kohfeldt, Chhun, Grace, & Langhout, 2011, p. 30). In honouring women’s voices, I look to understand how *they* interpret and manage the classroom environment, as this can either enhance, or hinder their efforts towards engaging in PE (Gullan, Power, & Leff, 2013, p. 668). As I look to explore and understand experiences, this lends itself to a

qualitative approach to researching. Thus, I draw upon data collection methods commonly associated with qualitative research. These are structured observation, and semi-structured interviews, with key informants (for example, principals, teachers, and education advisors) and students. I also undertake document analysis where applicable and keep a fieldwork journal.

1.5 POSITIONALITY AND PERSONAL MOTIVATIONS FOR DOING THIS RESEARCH

My aspiration for conducting this research emerges from both the personal and academic, that is due to i) my interest in sport and my passion for teaching, and therefore sport as a vehicle for teaching and learning. It is also due to ii) the knowledge I have gained and the curiosities I have developed from studying Development Studies, specifically those that relate to sport as a vehicle for development, gender empowerment, and girls and women as agents of change. I explain points i) and ii) further.

Throughout my own schooling, I passionately pursued sport and PE. Later during a 'GAP⁸' year in Scotland, I taught a group of students, who could initially only be described as 'sinkers' to swim, and I discovered I enjoyed teaching others through the medium of sport. Upon returning to NZ, I gained an undergraduate degree in Education, majoring in PE, and a Diploma in Teaching. I have now been a PE teacher for 11 years, and I enjoy working with teenagers, both within my capacity as a subject teacher, and at a school wide level. I have worked in a range of schools, from decile⁹ 3 – 9. Within my position as a Physical Educator, I also teach Health Education, and I am responsible for organising junior Outdoor Education camps and senior PE camps. My

⁸ A GAP year is the name often given when a school leaver spends a year in another country prior to attending university or returning to work.

⁹ A decile is a 10% grouping. A school's decile rating solely indicates the extent to which it draws its student from low socio-economic communities (Ministry of Education, 2013., para. 1). Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10% of schools with lowest proportion of these students (Ministry of Education, 2013., para. 2). Each state and integrated school is ranked into a decile based on the indicator. The indicator is based on Census data for households with school-aged children in each school's catchment area (Ministry of Education, 2013., para. 3).

role allows me to support students to overcome some of the physical and mental challenges that they face in these situations, thus, I have a keen interest in the way that the PE experience and sport can be used for personal growth, to make students feel more confident, and indeed become empowered. Working in this area has also given me a greater understanding about some of the obstacles facing young people today, particularly girls and those from differing cultural contexts.

In 2012, I went on to complete my Post-Graduate Diploma in Development Studies with the aim of continuing on to complete my Masters¹⁰; it was in this PGDip year that I was introduced to the Sport for Development movement, alongside concepts such as empowerment and gender. I became deeply interested in trying to understand the way that sport could be utilised as a vehicle for empowerment, particularly gender empowerment, and I became captivated in understanding this more in relation to the PE setting.

With respect to my focus on Pasifika students, personally, I have had little experience with Pacific Island students, as the small town where I teach, predominantly has either NZ European, or Māori students. My current place of work has no students who identify as Pasifika, and it was precisely for this reason, that I chose young Pacific women as the focus of my research. It occurred to me that, should a Pacific Island student/young woman attend my school, I would know little about her cultural beliefs or norms. While I believe that the PE classroom ought to be a site where young women are empowered to be conscious participants, and gain an appreciation for movement and their bodies, this does not always work for all in practice. I then began to ponder whether the way in which my school delivered the PE Curriculum was empowering for students. Indeed, what was the case within the wider NZ context? What might this mean for long-term engagement in physical activity?

¹⁰ With the support of my school, I applied for and subsequently gained a Ministry of Education TeachNZ study award, allowing me to complete my Master's degree full-time in 2014.

This research is hence a coalescing of my personal interests which are PE (with a focus on this being an empowering, transformative experience), Development Studies and, in particular, using sport as a vehicle for development, especially gender empowerment, and the idea that schools and education have been afforded responsibility for addressing many of society's ills, including obesity (Fitzpatrick, 2011a).

1.6 CHAPTER OUTLINE

The thesis has seven chapters. Chapter One has introduced the study, including the research problem. I note there is a significant research gap with regard to the experiences of young Pacific Island women within PE classroom in the NZ context. The aim, along with the three key questions is presented. I position myself and highlight my motivation for doing the research.

Chapter Two presents critically literature with reference to the NZ PE Curriculum, and Sport and PE as a vehicle for development. I consider also issues that young Pacific Island women may face related to PE. In particular, I deliberate upon how young women, not just Pacific Island young women, negotiate the potentially challenging site of the PE classroom with regard to power structures and messages surrounding the 'ideal body'.

Chapter Three provides the theoretical framework for the study with particular reference to empowerment theory. The chapter begins with a review of historical developments concerning women in development. An overview surrounding Gender and Development with regard to education, and NZ's latest report on the Convention on the Elimination of All Forms of Discrimination against Women (2010) is presented. A discussion on empowerment theory then follows, focusing on the work of several key empowerment theorists, and the chapter then presents an adaptation of an empowerment framework to be applied within this study. Lastly, the chapter critically examines the empowerment process specifically within PE and links this to the experiences of Pacific Island young women in NZ.

Chapter Four focuses on the research methodology used in this study. The chapter discusses the qualitative feminist methodological approach that guides the research and the qualitative methods that were utilised for data collection, such as semi-structured interviews and observations. The planning that went into doing fieldwork is also outlined; my philosophical standpoint is made clear and I highlight the need to be reflexive. This chapter also presents the ethical issues that were considered prior to research commencing, including gaining full ethics approval from the Massey University Human Ethics Committee. The chapter examines some of the difficulties that were faced in the field and lastly, an explanation of the data analysis procedures that were used when dealing with raw data is given.

Chapter Five presents the research findings. This includes presenting the findings from the three case study schools, and an in-depth analysis of students' experiences within junior PE and the impact that they feel this has had on their feelings of self-worth, self-esteem and confidence. This chapter provides insight into the experiences of the young woman as they negotiate their classroom experience. The chapter is structured to answer each of the research questions in turn. That is, the chapter examines young women's classroom experiences with reference to empowerment, followed by an examination of the factors that affect their participation in co-curricular sport¹¹. Lastly, an exploration of possible changes that schools could make to PE Curriculum delivery in order to provide experiences that are more meaningful is discussed.

Chapter Six provides a discussion of the findings as they relate to the empowerment framework, which was introduced in Chapter Three. Additionally, it provides a discussion of how the results support the current literature surrounding sport and PE for development. It also provides new insight into the experiences of Pacific Islanders within PE, and challenges some of the current literature with regard

¹¹ Co-curricular sport refers to sport that is organised by the school but falls outside of the curriculum. Co-curricular sports aim to supplement the curriculum as well as encouraging students to be involved in physical activity and providing more specific sport skill development.

to the argument that PE is the major influence in determining a young woman's involvement in sport.

Chapter Seven discusses how conclusions drawn from the research study can be used to support the empowerment process with regard to young Pacific Island women both within the classroom and outside, in order to ensure that young women gain the most from these experiences both while at school and beyond. The thesis limitations and suggestions for future research in this area are also outlined.

CHAPTER TWO: INTERROGATING THE SPORT/PHYSICAL EDUCATION FOR DEVELOPMENT NEXUS

2.1 INTRODUCTION

This chapter aims to bring together three key bodies of literature relevant to this study, the New Zealand Physical Education (PE) Curriculum literature, literature examining some of the issues faced by women participating in PE and literature on sport and PE for development, namely gender empowerment. The first section, in outlining the emergence of the New Zealand PE Curriculum, provides a critical discussion regarding modern PE, highlighting how schools and education have been given the responsibility, as introduced in Chapter One, of curing the nation's ills, inclusive of the obesity epidemic and various other poor health-related outcomes. This discussion also highlights this shift in thinking, as reflected in the New Zealand Health and Physical Education (HPE) Curriculum where the focus became one of educating the whole self via movement or activity. Achievement of the various learning outcomes meant students would be better equipped to also consider how social interactions affected themselves and others, as well as understanding on how they were placed within society. The current New Zealand HPE Curriculum, which was released in 2007, sought to build further upon the development of the whole self, and it is here we see important aspects such as empowerment through PE emerge.

Section two of this chapter unpacks PE and gender nexus and seeks to position young Pacific Island women in PE, which is the focus of this research. I attempt to provide insight into cultural aspects, which may impact Pacific Island young women's

engagement at school, in PE and co-curricular sport in New Zealand. Finally, in section three, I discuss the growing global movement, whereby sport as a vehicle to achieve economic and social development goals, is promoted, and with respect to gender, sport is seen to be a means for empowering young women. This also parallels some of what can be seen in the PE paradigm, notwithstanding the fact that sport is part of PE.

2.2 THE EMERGENCE OF THE CONTEMPORARY PHYSICAL EDUCATION CURRICULUM

2.2.1 THE CHANGING FACE OF PHYSICAL EDUCATION: BEGINNINGS

Historically, the PE Curriculum was based solely on the teaching and acquiring of sports skills, that is, how to perform a basketball layup for example (Kirk, 2010). The acquisition of sports skills provided the basis for classroom assessments. Students would be assessed on their physical ability, and a grade would then be generated using a marking schedule. Indeed, many parents were exposed to this paradigm and thus still believe PE is solely based around the teaching of sports skills. In 1999, two subjects, Health and Physical Education were combined into one learning area and thus, one curriculum document, the Health and PE (HPE) Curriculum emerged. Simultaneously, the HPE Curriculum moved away from the teaching of sports skills as the sole focus.

One of the most significant pedagogical shifts in this subject, was through the work of Tinning, Kirk and Evans (1993) who stated that PE is education in, through, and about, the physical, including the body and physical activity, community engagement and societal influences. The phrase, in, through, and about movement, has been adopted by many physical educators, and was included in both the 1999 HPE document, and then later in 2007 in the New Zealand (entire education) Curriculum document (see below: Section 2.2.2). This focus on movement, promoted a PE Curriculum, where the focus was meant to be more than just sport. Thus, it argued for activities that would foster the development of communication, or cooperative skills, to name a few. It is through this medium of movement where the student would be

able to develop a broader self (Tinning et al., 1993), and indeed, a broader sense of self. In terms of learning outcomes and achievements at the senior level, for example, assessments were introduced whereby the focus of the unit was on non-physical skills such as the use of interpersonal skills through the collective learning of a sport or activity (Ministry of Education, 2007).

Highlighting the importance of this shift, Smith (2011) argues that by taking a more holistic and comprehensive approach, school PE programmes have the potential to tackle a range of issues that individuals face, such as physical literacy, or social justice/demonstrating fairness, all which can be addressed through play. This holistic approach, very much echoes the key objectives promoted by the sport for development movement, as will be seen later in the chapter. Some of the ideas that were taken on board by those working in PE were also further cemented when the entire national curriculum came under review. This review is now discussed.

2.2.2 THE SHIFTING OF THE PHYSICAL EDUCATION CURRICULUM STRUCTURE

In 2003, the Government agreed to a review of the entire national education curriculum and received some 15,000 submissions in response to this announcement (Ministry of Education, 2007). Officially called the 'New Zealand Curriculum' (NZC), the new national curriculum was released in 2007, a document that would replace all other curriculum documents that preceded it, including the abovementioned HPE (1999) document.¹²

According to the Ministry of Education (2007), the aim of the NZC document is to foster young people who will be creative, energetic and enterprising, confident, connected, actively involved, and lifelong learners. As noted by Cubitt (2013), it is very much an outcome-focused document. The document outlines its vision, values, principles and the introduction of the key competencies. Perhaps, arguably, one of the most notifiable differences with this document, in comparison to others, is *the*

¹² Throughout the thesis, the New Zealand Curriculum will be referred to as the NZC (2007).

introduction of the five key competencies, 1) thinking, 2) using language, symbols and texts, 3) managing self, 4) relating to others and 5) participating and contributing. The NZC (2007) key competencies were drawn up around key skills and attributes that the Ministry deemed to be essential in order for young people to be able to live, learn, work and contribute as active members of their communities (Ministry of Education, 2007). The key competencies were purported to be all encompassing, and were in fact similar in nature to the HPE Curriculum, which had emerged back in 1999 (Rutherford, 2004).

Hence, while the potential holistic focus of the key competencies was nothing new to many PE teachers who were already familiar with this philosophy within the HPE Curriculum (Gillespie, 2008), there had still been a tendency for the whole person approach to not really play out in practice. Not all schools had adapted to this type of social skill learning especially in junior PE, (Years 9 and 10), where the focus on teaching sport skills and performance based principles had remained (Kirk, 2010; Rutherford, 2004). Moreover, the shift to key competencies was also not without criticism, with some arguing that the need to be effective participants in society and in work, to be another medium for driving the capitalist agenda (Cubitt, 2013).

Following the release of the NZC (2007), while the HPE Curriculum (1999) was thus aligned¹³, most of its prior underpinnings, the philosophy, values, concepts and strands, remained¹⁴. I now look to discuss the HPE Curriculum (1999) in more detail.

¹³ Interesting to note is the education website Te Kete Ipurangi (TKI), does acknowledge that the previous curriculum document, 'Health and Physical Education in the New Zealand Curriculum (1999) made a unique and significant contribution to the development of the essential skills described in the New Zealand Curriculum Framework' (Ministry of Education). Additionally, teachers should continue to refer to the previous document for more guidance.

¹⁴ While there are identifiable differences between the 1999 and 2007 HPE Curriculum documents, there are mostly similarities (Gillespie, 2008), with much of the current curriculum document still largely based on the underpinnings of the 1999 document, which is now 15 years old. With the exception of the inclusion of the key competencies, it could be argued that not much has progressed in terms of curriculum development in those 15 years. One could also argue that the 1999 was in fact very forward thinking.

The 1999 HPE Curriculum statement is as follows,

He organga ngakuam, He pikinga waiora

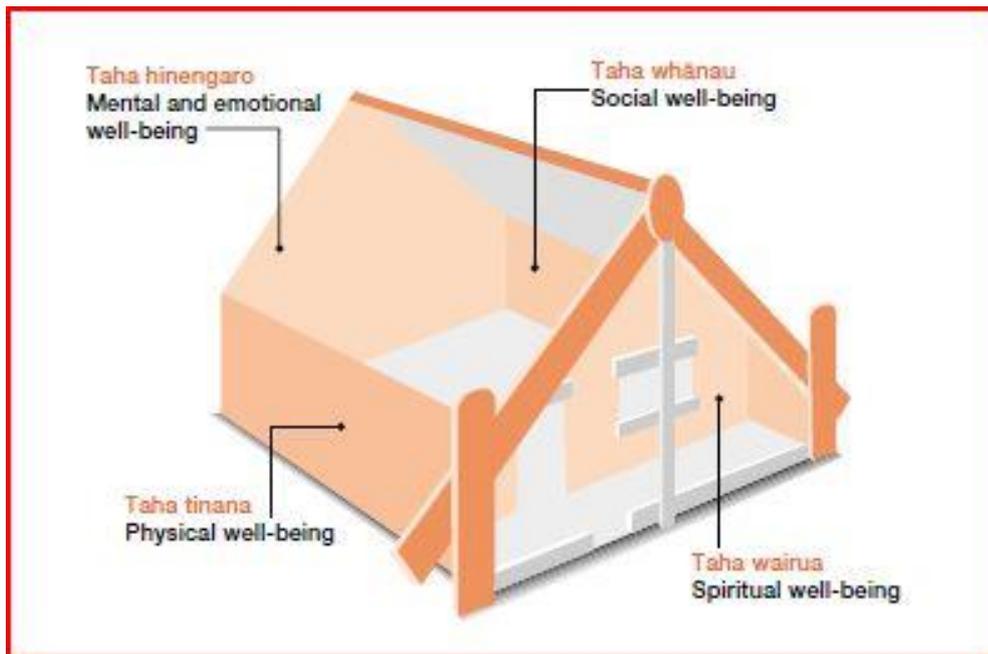
Positive feelings in your heart will raise your sense of self-worth

(Ministry of Education, 1999, p.4)

The PE Curriculum has four strands; these are 1) personal health and physical development, 2) movement concepts and motor skills, 3) relationships with other people and 4) healthy communities and environments. Within each strand, there are three to four specific statements, which relate to achieving the broader strand. There are also eight levels to the curriculum, generally, Year 9 is level four, and Year 10 is level five and so on. As students' progress through the levels, the specifications of the strands change and progress to reflect the growth and learning of the student. There are seven key areas of learning, which are the contexts within which the strands are taught. These are mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies and outdoor education (Ministry of Education, 2007). While it may appear to be a very broad subject area, and indeed it could be claimed that the curriculum area attempts to do too much (Burrows, 2005), the PE Curriculum, through the strands, underlying concepts and achievement objectives seeks to provide opportunities to teach skills and attributes which directly relate and contribute to the development of the key competencies (Gillespie, 2008).

There are four interdependent underlying concepts which also support the framework for learning in Health and PE (Ministry of Education, 2007). These four concepts aim to support and enhance the wellbeing of the self, other people and society (Ministry of Education, 1999). The first of these four concepts is that of the **Māori philosophy Hauora**, meaning well-being. There are also four dimensions to Hauora, these are i) taha tinana (physical), ii) taha wairua (spiritual), iii) taha hinengaro (mental and emotional) and iv) taha whanau (social) (Ministry of Education, 1999, 2007). The concept of Hauora draws on Durie's (1994) whare tapa wha (four-sided house) model to represent the four interrelated aspects, or dimensions, as different walls of a whare (house) (Ovens, 2010), see Figure 2 below.

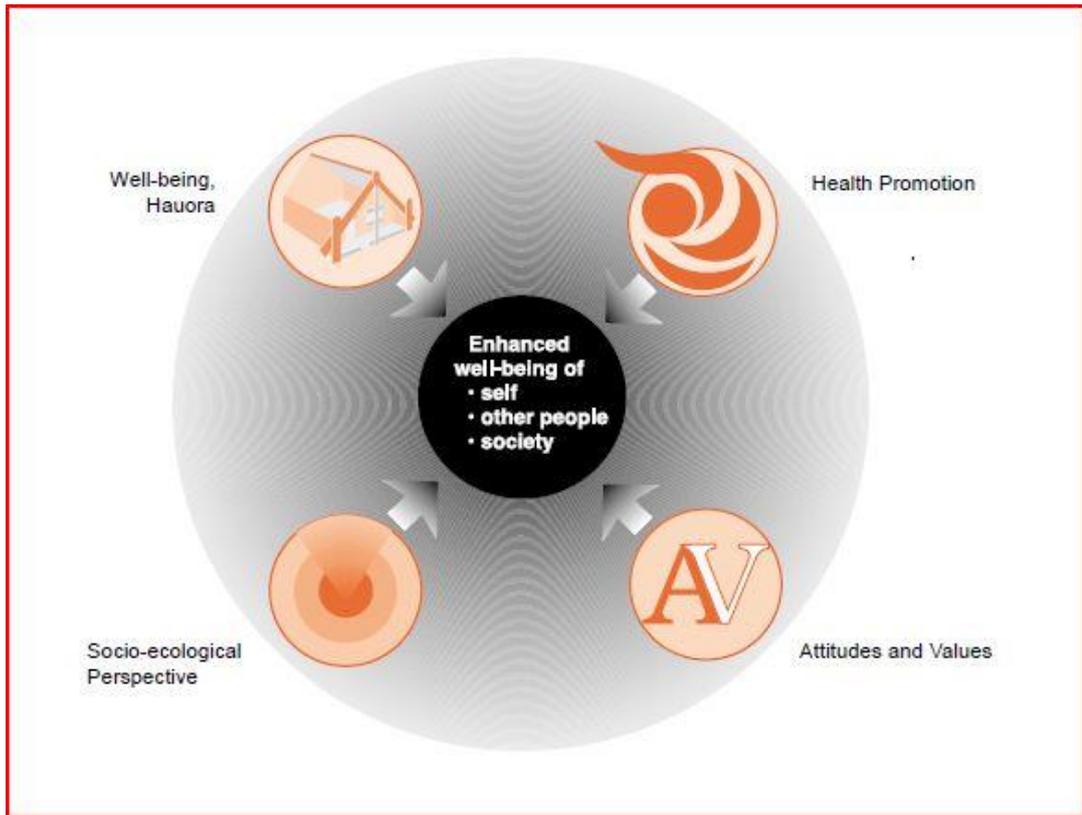
Figure 2 - Whare Tapa Wha



Source: Durie, (1994, cited in Ministry of Education, 1999, p. 31).

The underlying second concept is that of **health promotion**, which aims to encourage students to take positive action to improve their own well-being, and that of both their community and their environment (Ministry of Education, 2007). The third concept focuses on **attitudes and values**, that is having a sense of social justice, concern for others, and being positive and responsible for their own well-being (Ministry of Education, 2007). Lastly, the **socio-ecological** concept is where students can try to remove barriers to healthy choices and promote well-being for themselves, others and society (Ministry of Education, 1999). The four underlying concepts can be further understood in Figure 3.

Figure 3 - Underlying Concepts



Source: Ministry of Education, (1999, p. 30).

These three aspects of the curriculum area, the strands, and key areas of learning and underlying concepts can be better understood with a meaningful pictorial representation that is in the 1999 curriculum document; see Figure 4. The picture resembles the weaving together of flax in order to show the interconnectedness of three aspects of the Health and PE Curriculum. Of course, an addition to this from the 2007 document is that of the key competencies. These too could be woven into the design.

Figure 4 - The Interconnections within the Physical Education Curriculum



Source: Ministry of Education, (1999, p. 35).

2.2.3 SUMMARY

Despite the efforts of enthusiastic emergent and experienced teachers making attempts to deliver a holistic approach to PE, and seeing the value of PE as a vehicle for betterment and empowerment, there are clear instances where 'PE as sport techniques' is still the dominant form of knowing and teaching PE (Kirk, 2010; Rutherford, 2004). This idea is perpetuated by students, parents and even other subject teachers who have been exposed to the PE as sport techniques paradigm especially at primary school, and in terms of their own secondary schooling (Fitzpatrick, 2011c; Garrett, 2004). This does little to account for the way in which the curriculum has evolved. PE faces a grim future if this continues argues Kirk (2010), and by continuing to reproduce the 'same old', the 'subject' will not accomplish the aims set out in the NZC (2007), thus teaching only a minor part of the bigger picture that is PE (Culpan & Grant, 2007). There is clearly an inherent tension, as on one hand, the Government expects schools to do more to improve society, and the NZC (which includes PE) is deliberately tailored with this in mind yet, on the other hand, the

subject is not valued, or viewed, as important (Fitzpatrick, 2011c; Smith, 2011; Watson, 2007). This next section looks to unpack further PE, with a particular focus on gender.

2.3 THE PHYSICAL EDUCATION AND GENDER NEXUS

2.3.1 PHYSICAL EDUCATION REINFORCING GENDER NORMS

PE is a routine part of most New Zealanders' education¹⁵. The term 'healthism' has been used with reference to PE, which is where an individual is capable of (thus in charge of, and accountable for) forming their own ideas about health and physical well-being and activity (Culpan, 2005). One of the limitations with the healthism argument is that it fails to account for the influential effect that the classroom teacher can have on the environment, and therefore the student (Culpan & Grant, 2007). Hence, as noted by Fitzpatrick (2011), the PE classroom can be a place where teachers inadvertently reinforce socially accepted norms by monitoring and structuring how young people dress, move and behave (p.39), and perhaps think. The section below speaks to some of the challenges that may be experienced within the PE classroom, with a focus on girls.

2.3.2 THE IDEAL BODY

Adolescence is a particularly difficult time to negotiate, due to changes in body shape. Many practices in PE can have an adverse effect on how students view their bodies, and this can lead to negative evaluations of their own, and others' bodies (Burrows, 2008). Many discourses around what the 'ideal' body is, are normalised, and sometimes reinforced in the PE classroom (Garrett, 2004), with girls more so than boys, feeling the pressure to be the 'ideal' (Burrows, 2008); the ideal being slim and athletic. Young women become acutely aware that they are being evaluated, via assessment, and that their bodies are on show (Azzarito, 2009; Azzarito & Solomon, 2005; Cockburn & Clarke, 2002; Fitzpatrick, 2011c; Garrett, 2004; Krane, 2001). Using

¹⁵ Yet as a subject it has attracted limited scholarly attention as to its purpose and impact.

the example of swimming, this awareness of being on show, has seen many girls opt out of the activity, and some schools no longer have swimming as a module, or run this module separating out boys and girls. The PE class can also be challenging as girls become aware of societal pressures placed upon them about ways to behave, or what is expected of them.

2.3.3 BEHAVING LIKE A GIRL

In 1980, a seminal article was published entitled, 'Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality' by Young. In the article Young (1980), in contesting notions of femininity within a Western cultural context, argued that women experience their bodies differently as they assume femininity; females can thus also learn to experience their bodies in the limited ways that society regards as feminine (Krane, 2001; Young, 1980). Young states that 'the more a girl assumes her status as feminine, the more she takes herself to be fragile and immobile and the more she enacts her own body inhibition' (1980, p. 153).

As physical prowess is often considered the domain of men, Cleary (2000) concludes sport can be seen to be masculine and as such, PE has also been associated with masculinity. For young women, negotiating femininity within a sphere that is still largely considered to be masculine, can be difficult (Hills, 2007). Krane (2001, p. 116) suggests that females often police themselves in this regard, which thus emphasises the perceived importance of balancing perceptions of masculine athleticism and feminine appearance.

Within the perceived masculine space of the PE classroom, girls are considered to be oppressed by boys. Boys' competitive and aggressive behaviour means that girls actually shy away from the traditional competitive, typically male-dominated activities that are often played in class (Azzarito & Solomon, 2005). Such traditional activities are thought to reinforce a gender order through male dominance (Cockburn & Clarke, 2002). In support of this Okely et al., (2011), claims that girls cite boys' 'dominating' behaviours as a reason for non-participation, stating they want the opportunity to

choose more non-traditional activities such as yoga in PE. However, these authors fail to consider those girls who are also competitive by nature (Constantinou, Manson, & Silverman, 2009).

It is important that suggest that feminism third wave should focus on exploring power relations with reference to gender (Azzarito & Solomon, 2005, p. 29). Despite the masculine sphere of the PE classroom and the dominating nature of boys, within the safe learning space of a PE classroom, oppositional and hierarchical gendered and racial constructs can be destabilised (Azzarito, 2009, p. 35).

In summary, while teachers can reinforce socially accepted norms, for example, gender norms, this does little to account for the agency of students. Hence, a more balanced perspective, or perhaps a middle ground to Fitzpatrick's (2011) idea, is the notion that PE teachers have the opportunity to facilitate analytical thinking skills in young people, enabling them to become critical consumers (Smith, 2011) of, for example, the ideal body and ways to behave (see Azzarito, 2009; Brady, 2005; Huggins & Randell, 2007). PE could indeed be central to reconceptualising issues surrounding the bodies and their display. It has the potential to be a transformative space where, as the HPE Curriculum (2007) intends, a broader sense of self, and others, occurs. The section to follow looks more widely at this issue of Sport and PE as having the power to transform.

2.4 SPORT AND PHYSICAL EDUCATION FOR DEVELOPMENT: REFLECTING CRITICALLY

2.4.1 THE POWER OF SPORT AS A VEHICLE FOR DEVELOPMENT

At the beginning of the 21st century, it would have been difficult to find projects that used sport as a vehicle for development. However, sport for development has steadily increased over the last decade (Schulenkorf & Adair, 2014), and is now held in high regard with a long list of proposed benefits. Sport for Development (S4D) and its various factions, Sport and Physical Education for Development (SPED), Sport, Exercise

and Physical Education (SEPE) and Sport and Physical Activity for Development (SPAD), are frequently described as a means for drawing on sport to deal with a variety of emotional, social, physical, and economic issues. This extends to tackling race and gender discrimination, or facilitating the process of empowerment through increasing one's sense of self-worth and confidence (Brady, 2005; Darnell & Black, 2011; Kay, 2009; Kay & Spaaij, 2012; Koss, 2011; Lawson, 2005; Nicholls, Giles, & Sethna, 2011; Schulenkorf & Adair, 2014; Skinner, Zakus, & Cowell, 2008; Spaaij, 2009b, 2009c; Woodcock, Cronin, & Forde, 2012).

In 2010, the United Nations stated sport to be a tool, which could assist in the achievement of all eight Millennium Development Goals (MDGs) (cited in Woodcock et al., 2012). With respect to Goal 3: Promote Gender Equality and Empowerment, sport is considered to bring about empowerment through increased health, fitness, self-esteem, confidence, networks, opportunities for leadership and challenges to gendered norms. Sport and play can be effective mediums for teaching young people, for example, key skills in the area of team building, decision making, problem solving, and the interpersonal (Koss, 2011), skills necessary for living in the modern world.

Central to one of the claimed benefits of S4D, is that of building community. A sense of community arises out of a fundamental need to develop a sense of belonging, to create and maintain social bonds, and further develop a self-identity (Skinner et al., 2008). S4D has been used as a tool in community regeneration (Brady, 2005) and to build community cohesion, particularly amongst lower socio-economic groups (Darnell & Black, 2011). Through sport, communities, it is argued, can become more cohesive, productive, and safer (Skinner et al., 2008; Spaaij, 2009c). According to Lawson (2005), sport and physical activity can also bring together a diverse group of people to help build strong social networks. Within a PE classroom, there are a wide range of backgrounds and cultures and, considering Lawson's (2005) statement, the medium of sport has the potential to draw people together.

We must also consider that sport has the potential to simultaneously produce both positive and negative outcomes and, it can at times both reflect and reinforce social inequalities (Spaaij, 2009b). Spaaij (2009b) argues that any programmes, and in this case PE activities, need to be carefully designed in order for benefits to occur. Linked with this notion is the aforementioned nature of the PE classroom to potentially perpetuate negative gendered and racial norms. Without consideration of classroom processes, a teacher may simultaneously reinforce and perpetuate gendered and racial norms and behaviours (Deem & Gilroy, 1998). We must not assume that sport and the space where sport experiences occur is inherently positive and fundamentally pure (Coakley, 2011).

2.4.2 SPORT AND PE FOR GENDER EMPOWERMENT: CHALLENGES

The constraints that many girls face in their personal lives, and in the school setting, must be considered if we are to have a more nuanced understanding about how they engage in the PE and/or sporting experience. Young women, as a group, can definitely be disadvantaged as they often have less ability to negotiate the power/knowledge relationship (Nicholls et al., 2011), thus isolating them as a group, and further highlighting the need for empowerment. Brady (2005) argues that it is necessary to be mindful that equipping young women with social and physical skills will only go so far, as many girls may find themselves still living in the same restrictive environment that exists at home or within their community (Brady, 2005). Moreover, allowing girls to enjoy freedom of movement, while at the same time allowing their dignity and safety to remain intact, is one of the most complicated and significant challenges that many sport for development programme creators face (Brady, 2005). By giving girls the opportunity to engage in sport, schools can empower girls to think more on an individual level, gain in self-confidence, leadership and interpersonal skills (Huggins & Randell, 2007). The importance of friends and social relationships can be central to the involvement and enjoyment of sport and physical activity for young women (Hills, 2007; Kay, 2009).

Sen (1999), contends that women be treated as agents who can effectively shape their own destiny. The shaping of one's own destiny, or further, is referred to as agency. Sen (1999) argues that agency also includes the ability to have power to remove barriers, to use one's abilities to make use of opportunities and to be free to participate. In the case of this thesis, this relates to removing barriers to physical activity and sport and being able to freely participate in such activities. Furthermore, Kabeer (1999, p. 438) claims that agency is not only decision-making, but bargaining and negotiation, deception and manipulation, and subversion and resistance. When applied to the PE classroom, a student's ability to help shape her learning experience and have input into the lesson, could be seen as agency. Likewise, if a student attempts to deceive a teacher with respect to why she may not participate in the lesson, or resist what the teacher requires of them, this can also be seen as agency using Kabeer's (1999) definition, as the young woman is attempting to shape her classroom experience.

The capacity for controlling one's environment, gives the concept of empowerment its momentum (Koggel, 2009). Theorists believe that participating in regular physical activity can lead to a more positive sense of self and increased levels of self-esteem (Deem & Gilroy, 1998; Theberge, 1987). Through participation in team sports, a young woman is provided an opportunity to enjoy the experience of group effort, support and cooperation (Theberge, 1987). Fournillier (2012, p. 75), observes that collective agency is an option for those who believe that some goals are more easily attained through people's shared belief in their collective power to achieve desired results.

Hayhurst (2013) claims that girls are agents of development and can help to accomplish unparalleled economic and social change to their families, communities and to their countries. This claim is also supported by Shain (2013) who states that within international development narratives, girls are also considered as powerful and privileged agents of social change. Overall, there seems to be some evidence to indicate that if empowerment occurs within the PE classroom, the benefits of this

empowerment can also be extended to a young woman's social group, her family, her community and to New Zealand.

2.5 THE INTERSECTION OF PHYSICAL EDUCATION AND YOUNG PACIFIC WOMEN

2.5.1 PHYSICAL EDUCATION AND CULTURE

Despite the inclusion of the concept of Hauora into the 1999 and 2007 Curriculum documents, PE is still largely seen as a 'Western' construct (Culpan & Galvan, 2012; Fitzpatrick, 2011c), both in planning and delivery. The Curriculum can be delivered in such a way as to reinforce the dominant culture (Fitzpatrick, 2011b; Gorinski & Fraser, 2006) and not pay justice to different cultures and cultural practices. Indeed, sport, games and physical activities, the means for the development of the self and skills, often exclude indigenous games (Spaaij, 2009a).

In lower socio economic groups, health and physical activity statistics are lower than their middle class counterparts, thus, PE plays a vital role for low socio-economic, at risk women (Azzarito & Solomon, 2005). This further emphasises the need for PE to be culturally engaging for young Pacific Island women. As mentioned, PE does not always take into account different cultures, different cultural experiences, or work in a way which is empowering to other cultures (Gorinski & Fraser, 2006). It could be argued that the New Zealand educational system still operates under a monocultural framework, despite being a bicultural country. Those not from the dominant culture, which the understanding and underpinning values of an education system originate, can be disadvantaged within that system (Fitzpatrick, 2011b; Gorinski & Fraser, 2006). For example, in some Pacific Island cultures, village elders forbid women and girls to wear shorts during physical activity (Huggins & Randell, 2007), something which is expected in most PE programmes. Therefore cultural expectations and values around showing off and displaying one's body can conflict with the dominant group (Azzarito, 2009; Culpan & Galvan, 2012). Cultural sensitivity is therefore necessary in the classroom, particularly in PE where classroom norms can oppose cultural ones. It is important to note that Pacific Islanders can gravitate towards team sports as opposed

to individualised ones (Utter, Denny, Robinson, Ameratunga, and Watson, 2006), which may conflict with curriculum implementation in those schools that favour individual sporting opportunities over team activities.

A sense of identity is vital for any group not of the dominant culture (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010); this is discussed further in the following section. Gillespie (2008) suggests that PE can play a vital role in the celebration of other cultures and language of movement from that culture.

2.5.2 ENGAGEMENT IN SCHOOL AND COMMUNITY

O le pulupululima faatasi, e mafia ai ni suiga leki

If we work together, we will achieve positive changes

(Ministry of Pacific Island Affairs)

Māori and Pasifika students underachieve across a range of levels of schooling when compared with students from other ethnic groups (Ministry of Education, 2008, 2009). While it is pleasing that Māori and Pasifika students are achieving in greater numbers now than under the previous systems, they still continue to gain fewer qualifications than other students from either Asian or European descent (Fitzpatrick, 2011c). Students can come to school and experience major differences in school life compared to home life (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010) and negotiating this, can be particularly difficult. Giving students a voice, allowing them to have a say in what is taught, and to construct and contribute to aspects of the lesson, is an important factor in engaging students (Gillespie, 2008). Furthermore, the need for identity is crucial for Pacific learners to succeed and be engaged in class (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010). It can often mean the difference between success and failure. Schools who celebrate different cultures can contribute to building a sense of identity for Pacific Island students (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010).

Despite this, there is a gap in the research surrounding the engagement of young Pacific Island women in PE and community-wide arenas, whether they are cultural or co-curricular sport. One of the aims of this research is to understand the connection between PE classroom experiences and involvement in co-curricular sport. This researcher has been unable to find any studies specifically focused on this, although there have been studies completed regarding adolescence and sedentary behaviour (Biddle, Whitehead, O'Donovan, & Nevill, 2005; Kolt et al., 2006; McGee, Williams, Howden-Chapman, Martin, & Kawachi, 2006). This research aims to provide a bridge in this gap and to attempt to identify what effects PE classroom experiences may, or may not, have on involvement in sport outside of school. What is clear though, is adolescent physical activity is on the decline, and children and young people now lead more sedentary lives (Biddle et al., 2005; Kolt et al., 2006; McGee et al., 2006)

By 2016, it is projected that Pacific Island people will represent 10% of the population, compared to 6.5% in 2001 (Ministry of Pacific Island Affairs). Two thirds of Pacific people live in the Auckland region, with Samoans making up the largest Pacific group at nearly 50% (Ministry of Pacific Island Affairs, 2014). It is interesting to note that it is a youthful population, with 38% under 15 years of age, with the median age being 21.1 years, compared to the national average of 35.9 years (Ministry of Pacific Island Affairs, 2014). Pacific parents often see themselves as their child's first teachers, teaching them important aspects of their culture, including religion, language and values (Fitzpatrick, 2011c). It is essential for schools and teachers to establish effective partnerships between themselves and parents in order to help improve the behaviour, well-being and achievement of their children (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010).

2.6 CONCLUSION

This chapter began with a look into the history and contemporary views of Physical Education in New Zealand, followed by an outline of the Health and PE Curriculum, including the key concepts that underpin the Curriculum and which are embedded in a wider socio-ecological and holistic perspective of the self, others and society. The

Māori concept of Hauora was introduced; this is a Māori philosophy of well-being, encompassing the whole self. This section highlighted the placement of PE within New Zealand, including its perceived lack of importance by parents and other teaching staff, yet hailed by many, including the Government, as a means to combat society's problems. However, tasking schools with the responsibility for addressing issues such as poverty, or obesity, is not only a big ask, but it does little to recognise how multifaceted many social issues. It also does fails to recognise the complex set of pressures that may surround these young women, which can affect their level of engagement in school facilitated physical activity and in physical activity as a whole.

Issues within the PE classroom relating to gender are important to highlight; this chapter sought to bring these issues to the fore. Young women face more pressure to confirm to society's unrealistic standard of 'ideal'. Furthermore, the notion that sport is inherently masculine provides yet another pressure for young women as they negotiate the juxtaposition of physical prowess in relation to masculinity and the socially accepted norms surrounding femininity.

There are many forms of S4D, including sport and physical education for development. S4D is hailed as a means to address an array of social issues for the world's poor and the number of sport for development projects have rapidly increased during this century. Central to one of the claimed benefits of sport for development, is the notion of community. This is particularly pertinent to this study. However, it is possible to produce both negative and positive outcomes, and caution should be exercised. Pacific Islanders are a growing population, and empowerment through physical education could be beneficial to young Pacific Island women, who negotiate a fine line between the dominant culture and cultural constraints due to gender.

Finally, as girls are heralded as the agents of change, there is the potential for the benefits of empowerment in the PE classroom to have flow on effects to families, communities and New Zealand.

CHAPTER THREE: EMPOWERMENT AS A MEANS FOR GENDER DEVELOPMENT

3.1 INTRODUCTION

Chapter Three aims to situate Sport and PE for development within empowerment theoretical thinking and considers this specifically in relation to the NZ context. The chapter is presented with reference to three key sections. In section 3.2, I examine the history of Third World women in development, including challenges posed from feminist scholars who highlight women's misrepresentation and invisibility in the process. Following more than a decade of feminist scholarship and debate, much of which came from Third World women academics, practitioners and activists, a more nuanced understanding of the situation occurred, as such, a focus on empowerment of women as a means for development, and for eliminating all forms of discrimination, emerged.

The New Zealand Government also has a particular focus on improving the lives of women through its commitment to the 'Convention on the Elimination of All Forms of Discrimination against Women' (CEDAW) and, within New Zealand, Pacific Island women face particular hardships and barriers; section 3.3 of the chapter touches on this briefly. In this section, I also present some of the gender and ethnic-related disparities seen in education. In doing so, I reiterate the need for changes, as well as the importance of a Gender and Development approach which focuses on empowerment, even within NZ.

Finally, in section 3.4 of the chapter, I define empowerment and introduce the empowerment analytical framework, which will be used later on in the thesis. I highlight also the importance of the environment within which the empowerment process is to occur, as well as the role the teacher plays in facilitating empowerment. I conclude the chapter by examining the PE classroom in relation to young Pacific Island women and empowerment.

3.2 THEORISING WOMEN'S DEVELOPMENT: FROM INCLUSION TO EMPOWERMENT

3.2.1 FROM WID TO WAD TO GAD: THUS EMPOWERMENT

Women in Development discourse originated with the work of Danish economist Esther Boserup who wrote an influential text called *The Conditions of Agricultural Growth* in 1965. Her consequential book *Women's Role in Economic Development* (1970) largely critiqued the concept that modernisation would liberate women in the Third World (Peet & Hartwick, 2009). Boserup's critique led to a new discourse in development work which was termed Women in Development (WID) This term was first used by the Women's Committee of Washington, DC, a chapter of the Society for International Development, in order to highlight a growing need for attention to be placed on the issues facing women in the Third World (Rathgeber, 1990).

WID theory and practice was later criticised for the view that women should just be brought into the modernisation process, the issue was why had they been left out, as critics argued this actually lead to further impoverishment (Peet & Hartwick, 2009, p. 259). This perspective was termed the Women and Development (WAD), and it drew from dependency theory and neo-Marxist approaches, and thus criticised WID links with modernisation theory and for not being critical enough. Despite some differences, WID and WAD appeared to neglect gendered social relations (Peet & Hartwick, 2009, p. 266). Feminists argued that a shift in focus from women to gender was needed and the Gender and Development (GAD) Framework emerged in the mid-1980s (McIlwaine & Datta, 2003; Peet & Hartwick, 2009). GAD theory built on Marxist

critiques of WID as a capitalist, highly westernised development theory embedded in liberal modernisation theory. Central to the GAD approach is the focus on gender, as opposed to women, and later the inclusion of men in its approach (Peet & Hartwick, 2009). GAD argues that gender roles are simultaneously constructed and perpetuated, making it difficult to challenge and modify one construct without including the other (Momsen, 2004). GAD theory was critical of the WID approach for treating women as a homogenous group, and emphasised the effect of differences in class, age, marital state, religion, and ethnicity on development outcomes (Momsen, 2004). GAD theory also focused on both rights and the empowerment of women. Women's empowerment and gender equality became legitimate objectives, in and of themselves (Moghadam, 1998).

3.2.2 UNITED NATIONS DECADE FOR WOMEN (1976-1985)

The United Nations Decade for Women (1976-1985) emerged out of the rise in attention given to women's issues in developing countries in the early 1970s. This was an important step in legitimising and solidifying the need for women to have a place in development projects (Moser, 1989). For the first time, Third World women received almost unprecedented international attention with the aim of improving education, control over their bodies, and control of violence against women, employment opportunities, and social and political participation on a global scale. The decade was marked by three world conferences, Mexico City (1975), Copenhagen (1980) and Nairobi (1985), each gaining in size as the importance of addressing women's low status and appalling position in all spheres was given priority. Several actions were sanctioned with the aim of advancing the status of women, including the World Plan of Action (1975), the announcement of an International Development Strategy (1980) and the sanction of the 'Convention on the Elimination of All Forms of Discrimination against Women' (CEDAW) (1979).

The decade saw a large reconfiguration of resourcing and promoted the creation of women's organisations. The conferences also allowed for an intersection of

differing ideologies, and opened up a space whereby Third World scholars and feminists could challenge the prevailing and dominant view of Western feminists that previously governed (McIlwaine & Datta, 2003). While at the start of the decade women had been viewed as a single homogenous group, with a singular 'women's point of view' that was predetermined by their sex (McIlwaine & Datta, 2003; Porter & Judd, 1999; Young, 2002), with critiques by WAD, and then the emergence of GAD, diversity was acknowledged (Momsen, 2004; Peet & Hartwick, 2009). As such, the Decade for Women was a crucial milestone in the emergence of incorporating and focusing on women in development work and was a building block for further feminist debates.

Ten years after the end of the Decade for Women, Beijing played host to another World Conference for Women. This was the largest conference, and it resulted in the Beijing Platform for Action, an agreement on a relatively clear and transformative plan, (Eyben & Napier-Moore, 2008). The Platform of Action focused on 12 key areas with the aim of achieving equality for women in all of them. They included: health, poverty, education and training, human rights, violence against women and the girl child, armed conflict, the economy, institutional mechanisms, the environment, and power and decision-making (Moghadam & Senftova, 2005). The Platform for Action provided a directive for the United Nations for mainstreaming gender. In this plan, women became, not only the beneficiaries of change, they were also the agents of change (Eyben & Napier-Moore, 2008).

Since then, there have been significant landmarks in the pursuit of gender equality in relation to education. Such milestones include The World Declaration on Education for All (EFA) assessment, which was carried out for the Dakar meeting, followed by the Dakar Framework for Action (2000). In 2003, the EFA monitoring report highlighted the need to understand more about the nature of gender inequalities and equality interventions in curriculum and pedagogy (UNESCO, 2003). Furthermore, in 2000 the UN Millennium Summit resulted in the creation of the Millennium Development Goals (MDGs). The MDGs emerged as development professionals sought a 'more rigorous definition of aims and a desire to have clearer approaches when evaluating success'

(Unterhalter, 2005, p. 113). Such desires also brought about the creation of measurement tools such as the Gender Development Index (GDI), the Gender Empowerment Measure (GEM) and gender budgeting (Moghadam & Senftova, 2005; Unterhalter, 2005). The MDGs set eight international targets to be achieved by 2015, two of which focused on gender and education. Goal two is concerned with achieving universal primary education for all, and goal three is targeted towards the promotion of gender equality and empowering women, with particular respect to reducing gender differences across all levels of education.

The Universal Declaration of Human Rights states that education is a fundamental human right, as is the right to access leisure activities. For individuals, there is a right to have the freedom to engage in leisure activities free from the burden of engaging in the workforce (Donnelly, 2013). This right allows the individual to pursue personal interests and activity within their leisure time. Additionally, an individual has the right to freely participate in the cultural life of the community (Donnelly, 2008; Giulianotti, 2004). For many Pacific Islanders, leisure activities and sport occur simultaneously within the centres of community and church activities. For some women who face hardship and discrimination, the right to leisure time is one that is not afforded them and, as such, is viewed as an impossibility, rather than a right (Donnelly, 2008; Giulianotti, 2004).

3.3 NEW ZEALAND AND THE 'CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN' (CEDAW)

New Zealand is a signatory to the Declaration of Human Rights and the World Declaration on Education for All. In ratifying 'Convention on the Elimination of All Forms of Discrimination against Women' (CEDAW) on 10 Jan 1985, the country stated it is committed to a fair and just society, which aims to eliminate barriers that may exist within our society for women (Ministry of Women's Affairs, 2010). In NZ's latest CEDAW report submitted by the Ministry for Women's Affairs for the 2006-2010 period, the importance of ensuring social and economic success for all women was reiterated. In addition to this, the Ministry states that the economy suffers if the skills

of half of the population are potentially excluded (Ministry of Women's Affairs, 2010) due to barriers in, for example, *education*. According to the report,

The New Zealand Government considers a highly functioning and performing education system across all years as essential in order for women to have the skills necessary to fuel the economy and achieve social success

(Ministry of Women's Affairs, 2010).

Paying particular attention to gender disparity the Ministry notes that there is still a discrepancy in various areas, for example, between the division of labour with regard to particular jobs (Ministry of Women's Affairs, 2010). Both men and women still work in occupations that their own gender typically dominates (Ministry of Women's Affairs, 2010). Moreover, there is still inequality in the home environment with women doing more of the domestic work. The report also argues that there are still persistent disparities for Māori and Pacific Island students, both male and female, with particular regard to early childhood education and lower achievement at school.

It is believed that the gender disparity gap is decreasing, and in 2008, 69.3% of Pacific Island female school leavers left with NCEA level 2 or higher, which was up by 17.6% from 2005 and was 14.9% higher than for Māori women in the same year. It is unclear if this has been achieved through specific strategies aimed to target young Pacific Island women, or whether this has been a happy coincidence. It is also worthwhile to note, that while a higher percentage of Pacific women compared to Māori women left with NCEA Level Two or higher, fewer went on to tertiary education compared with Māori students and, of those students going onto tertiary education, Pacific women were the least likely group to complete that qualification (Ministry of Women's Affairs, 2010). The above has a bearing on employment opportunities and level of incomes, or ability to earn a living wage, and thus the ability to engage in leisure activities, have access to good healthy food and so forth. As noted in the introductory chapter, Pacific Island young women face disadvantage in many spheres, which impacts their longer term wellbeing.

Of final note, is the health of women in New Zealand. While the New Zealand health system is one that is 'high quality and patient centred' (Ministry of Women's Affairs, 2010, p. 23), barriers still exist for low-income earners to access health care. In general, while women have better overall health outcomes than men, this could largely be due to women being much more open about gender-specific health issues than men are (Ministry of Women's Affairs, 2010). Māori and Pacific Island men and women, as a group, however, have poorer health outcomes than non-Māori and Pacific men and women, although, life expectancy for these two cultural groups is rising (Ministry of Women's Affairs, 2010).

In summarising sections 3.2 and 3.3, NZ has followed the global trend where scholars, activists, Government and policy makers have sought to improve the condition and position of women seeing the empowerment of women as a means for development and for eliminating all forms of discrimination. The New Zealand Government, in committing to CEDAW, acknowledges that, not only within New Zealand do Pacific Island women face particular hardships and barriers, but also the importance of seeking to address this. Empowerment of all women is thus fundamental. Section 3.4 focuses on unpacking empowerment and presents an empowerment framework, which is drawn upon when analysing the fieldwork findings.

3.4 CONCEPTUALISING WOMEN'S EMPOWERMENT

'Words are construct visions of development' (Eyben & Napier-Moore, 2009, p. 298), and none are more so than empowerment. Empowerment is considered a necessary tool for transforming unequal economic, social and political structures, and a vital tool for the vulnerable (Parpart, 2008). Empowerment theory discourse as it relates to Third World women's development, first came about through the work of Caren Grown and Gita Sen (1987), and Caroline Moser (1987), who were concerned that women did not have a voice to challenge race, class and patriarchal power systems which perpetuated and maintained inequality (Parpart, 2008). They argued

that in order to do so, women should become empowered. Grown and Sen (1987) wrote *Development, Crisis and Alternative Visions: Third World Women's Perspectives*, on behalf of a group of female activists, policy makers and researchers from the Third World, who called themselves 'Development Alternatives with Women for a New Era' (DAWN). DAWN was critical of Western feminists, and held a vision of shaping a society that would not only free women from all forms of oppression, related to gender, as in the GAD movement, but would also free them from oppression related to class, race, ethnicity, caste and so forth. (Moser, 1989). The text, not only articulated a vision, but also offered a strategic pathway to reach that vision (Moser, 1989). Proponents believed that strength could be gained from Third World women's organisations coming together to represent impoverished and oppressed women, whereas historically their situation had been understood in terms of a white middle class academic perspective. They argued an array of voices was necessary, and this would better represent those who often did not have a voice (Peet & Hartwick, 2009).

While the focus was on empowerment, 'empowerment' is not easy to define. A key definition that is pertinent to this thesis is that 'empowerment is the process of increasing personal, interpersonal or political power so that individuals, families and communities can take action to improve their situations' (Gutierrez, 1995, p. 229). Lawson defines empowerment in relation to three aspects; 1) power, 2) resources, and 3) collaboration, noting that 'empowerment is a voluntary, collaborative process in which power and resources are redistributed and shared with the aim of enhancing individual and collective capacities, efficacy and well-being, addressing inequalities and, where poverty is implicated, promoting social and economic justice' (2005, p. 147). Empowerment will now be discussed in detail, defining power first.

3.4.1 DEFINING POWER

Power is invariably linked with empowerment, the two do not operate alone from each other, and power is central to understanding empowerment theory (Conger & Kanungo, 1988; Raju, 2005; Rowlands, 1995). Power operates on many levels, from within societies broadly, or within a family unit. Understanding how power is

manifested and perpetuated, alongside how it is experienced by individuals, is important when exploring possible ways to engage in the empowerment process through development interventions (Rowlands, 1995). Rowlands argues that power is generally understood in a broader sense as ‘power over’, ‘power to’ and ‘power from within’ (1995, p. 102). The nature of power is outlined in Table 1 below. Power over, refers to power over an individual; this is the state that most women find themselves in; they are controlled and dominated by an oppressive environment within which they live (Rowlands, 1995). Power to, implies that power and empowerment are tools that can be ‘handed across’ to an individual who can then think and make decisions about issues that they may face in their lives (Rowlands, 1995). Power within, implies that collectively, people will work together to reach a common goal, that the process of empowerment encapsulates women who can gain a sense of efficacy to challenge the structures that are responsible for their continued oppressions and marginalisation (Rowlands, 1995).

Table 1 - Power

Nature of Power	Definition
Power over	Understanding the dynamics of oppression and internalised oppression
Power to	Changing the way in which individuals perceive themselves and their ability to act and influence the world around them (extrinsic).
Power from within	People’s ability to perceive themselves as able and entitled to occupy that decision making space (intrinsic).

Source: Rowlands, (1995, p. 102).

Many individuals are constrained by the power structures within which they live and operate (Charmes & Wieringa, 2003; Conger & Kanungo, 1988; Kohfeldt et al., 2011; Raju, 2005). Indeed, many individuals are unaware that the position they are in denies them the ability to engage in the decision-making process. According to Rowlands, (1995) empowerment must include work that seeks to undo the negative social constraints that people are situated within, in order for them to be able to see themselves as having the ability and the capacity to act. If people are made aware of

the oppressive nature of their situation, they are more likely to act and do something about it (Rowlands, 1995) as opposed to continuing to live and operate within a restrictive environment.

Through gender analysis, we can examine gender relations and gender roles as well as the access and control men and women have over resources (Moser, Tornqvist, & Van Bronkhorst, 1999, p. 18). It is also important to consider the needs of each gender, as well as the different roles that are assigned (Moser et al., 1999). Within the PE classroom, each gender will have differing needs as well as different access to a range of resources (Gorely, Holroyd, & Kirk, 2003). Students will also have differing ideas about what it means to be feminine, and the sometimes conflicting messages that are conveyed through engagement in competitive sport (Gorely et al., 2003). Even the way in which both genders are treated within the class can either reinforce or challenge gender roles and norms (Hunter, 2004).

3.4.2 AN EMPOWERMENT FRAMEWORK

There are many feminist empowerment frameworks. For the purposes of this study I focus on the work of Rowlands (1995) and Raju (2005), and adapt a framework by Scheyvens (2000). Rowlands' (1995) framework focuses on three key indicators: firstly, the personal, which includes developing personal identity, capacity and belief in oneself (Rowlands, 1995); secondly, the relational, which includes the capacity and bargaining ability to determine the boundaries of personal relationships and thirdly, collective; a cooperative collaboration between individuals to gain collective strength (Rowlands, 1995). Raju's (2005) work on empowerment is similar, and discusses the need for empowerment to take place on three levels, 1) the individual, 2) the contextual/collective and 3) the relational. All of these will play a role in the physical education classroom.

Scheyvens (2000) developed an empowerment framework in a case study for ecotourism and the empowerment of local communities. The framework was established to determine the impact of ecotourism initiatives on local communities

(Scheyvens, 2000). This framework has been adapted for this research, using aspects of Rowlands (1995), Raju's (2005) and Scheyvens (1999) levels of empowerment. The indicators are 1) the individual (self-esteem, confidence and agency), 2) engagement, 3) relational empowerment and 4) social empowerment (as applied to the PE classroom in Table 2 below). The four indicators for the empowerment framework used in this thesis are defined in Table 3.

Table 2 - Empowerment Framework for Physical Education

	Signs of Empowerment	Sign of Disempowerment
Self Esteem and confidence	<ul style="list-style-type: none"> • Self-esteem is enhanced on an individual level through accomplishments and by acquiring the confidence to attempt and tackle difficult tasks 	<ul style="list-style-type: none"> • Students lack the drive to attempt tasks from a fear of a lack of their own ability • Students do not engage in difficult tasks or activities and lack a sense of self-belief
Engagement	<ul style="list-style-type: none"> • Students are actively involved and not deterred by male involvement • Students seek to improve their skills and/or their social and interpersonal skills without barriers to involvement 	<ul style="list-style-type: none"> • Students appear largely disinterested and are resistant to participate in activities across a range of contexts • Students can also be actively promoting the disengagement of other students by distracting them or putting them down
Relational empowerment	<ul style="list-style-type: none"> • Student respects the teacher/student relationship • Learning is achieved and constructed in a collaborative environment with the teacher facilitating discussions • Students have a say in their learning and respect the learning process • Students have the ability to use interpersonal skills to negotiate personal 	<ul style="list-style-type: none"> • Students do not have their personal boundaries respected by other students • Students are in a very teacher centred classroom situation with little or no input into their own learning • Student is either unable or unwilling to negotiate interactions with other students • Student feels marginalised

	relationships with other students in the class in a positive and constructive manner	and side-lined by either dominant culture or gender
Social empowerment	<ul style="list-style-type: none"> • The classrooms positive atmosphere is maintained or enhanced • Individuals are part of a collective group that is supportive and collaborative • The class shares in each other's success and girls and boys are equally well supported • The school environment promotes cultural diversity and links with home 	<ul style="list-style-type: none"> • The dominant culture prevails with limited recognition given to differing cultures • Students are marginalised and differences between race are highlighted, stereotyped and reinforced • The classroom environment is negative and discouraging • Social interactions do not operate outside of cultural groups

Source: Author

Table 3 - Empowerment Framework for Physical Education Definitions

	Definition
The Individual - Self Esteem, confidence and agency	<ul style="list-style-type: none"> • Self-esteem refers to the way that people feel about themselves, which reflects and affects their on-going interactions with their environment and the people they encounter in it (Kernis, 2003). Draws on power within. • Confidence is defined as a feeling of self-assurance arising from an appreciation of one's own abilities or qualities (Oxford Dictionary, 2015., para 3). • Agency refers to people's ability to make and act on their own life choices, even in the face of others' opposition (Kabeer, 2005, p. 14).
Engagement	<ul style="list-style-type: none"> • The individual is engaged within the classroom space and activities. The individual must want to engage in the empowerment process in order for empowerment to occur (Lawson, 2005).
Relational empowerment	<ul style="list-style-type: none"> • The capacity and bargaining ability to determine the boundaries of personal relationships (Rowlands, 1995).
Social empowerment	<ul style="list-style-type: none"> • Social empowerment refers to a situation where a group's (class, year group or ethnic group) sense of cohesion, integrity and social cohesion has been confirmed or strengthened through an activity or set of shared experiences (Scheyvens, 2000)

Source : Adapted from Scheyvens (2000).

Gullan (2013), emphasises the importance of the environment within which the empowerment process is taking place, as it is the environment that will largely determine whether the process will be hindered or enhanced. This is particularly important within the school context as the institution itself is one established on power and hierarchy, and it is whether the learning is occurring in a power over, or a power to context, that matters (Kohfeldt et al., 2011). Students are very much confined to the power structures within a school system and the constraints that may be placed upon them (Kohfeldt et al., 2011) and it is exactly those systems which will have direct control over the empowerment process. Yet, Kohfeldt et al., (2011, p. 32) note that youth have the ability to navigate systems of power through laying down a foundation that prepares them to operate successfully in a system that questions their right and ability to participate. However, if those power systems are from a dominant culture that is very different from their own, students may not have the ability to negotiate those power systems they do not fully understand and possibly do not respect. This may be even more so, if their own cultural frameworks are laden with power structures, such as might be seen in Pacific Island cultures.

Teachers have a role to play in addressing power systems this. However, in order for the empowerment processes to occur, the student must also be involved, engaged and take some part in shaping their own experiences (Lawson, 2005). As Lawson (2005) argues, the individual must also want to engage in the process in order for the process to occur. Education theorists maintain that the environment needs to be a positive and collaborative one and that if the student will not partake in the activities, or contribute to the shared learning environment, they cannot be empowered through the process (Kohfeldt et al., 2011). Even in an environment that is conducive for the empowerment process to occur, the student may be unwilling to accept and develop their capacities within the PE classroom (Kohfeldt et al., 2011; Lawson, 2005).

3.5 EMPOWERMENT THROUGH PHYSICAL EDUCATION

As noted above, the environment within which the empowerment process occurs is crucial in ensuring that empowerment can happen (Gullan et al., 2013). Any analysis of the discourses, and the individual devoid of the social structures within which they function, denies the relational positioning of the individual within social fields (Hunter, 2004, p. 176), in this case, the relationship between the teacher and the student. The PE teacher has a large degree of influence over what is taught, the components of the curriculum that are fostered and developed, and practices and procedures that occur within the classroom environment. The teacher is therefore a central component to the empowerment process (Hunter, 2004; Kohfeldt et al., 2011; Lawson, 2005). Central to empowerment theory is the notion that empowerment must be a cooperative and collaborative process; this is also true within the PE classroom. According to Lawson (2005), collaboration is one key to the empowerment process, and teachers should share power, collaborate with students and other professionals, develop the capacities of the students, as well as home experiences and living conditions, which support the acquisition of efficacy. The classroom is a social space, and negotiating a juxtaposition between family and cultural identity, and the Western experiences encountered in a classroom, can be difficult for youth (Knez, Macdonald, & Abbott, 2012). Many students from minority backgrounds find more opportunity to be physical in the safe space of their own culture, than within the PE classroom (Knez et al., 2012).

In 2012, David Kirk, a Physical Education scholar who featured predominately in the previous chapter, wrote an advocacy brief for UNESCO called *Empowering Girls and Women through Physical Education and Sport* (2012). The report notes that in Asia and the Pacific, under half of the countries where data was available achieved gender parity at primary school, as they progressed through to secondary schooling the numbers worsened (as cited in Kirk, 2012). The latest New Zealand CEDAW report reflects this with fewer girls going on to further their education. Furthermore, there is a strong link between poverty and gender inequality in education. However, according to Kirk (2012), a well-constructed and designed Physical Education

programme can contribute to the achievement of all eight MDGs, in particular, promoting gender equality and empowerment of girls.

The need for physical activity for effective child and youth development was also highlighted by Koss (2011) who emphasises the potential for sport to help develop gender equality and to empower women. Koss, (2011) goes further to say that sport can help to reduce anxiety, depression and aggression. Children and adolescents who received a positive experience with sport were less likely to engage in destructive behaviour (Koss, 2011). Within a school context, a student who is less aggressive and engaged will more likely be receptive to the educational process (Koss, 2011). This is a particularly important argument when considering the position of Pacific Island children in New Zealand as they have higher rates of inactivity compared with European children, and are least likely to be involved in organised leisure and sport (Statistics New Zealand, 2010). This thesis argues that the process of being involved in regular structured physical activity, young Pacific Island women can increase their self-esteem, help form their identity, and have access to leadership opportunities that they may not otherwise have had.

Despite the potential for empowerment through PE, there are many hidden messages that are negotiated within the PE classroom and on the sports field. As discussed in the previous chapter, young women face a barrage of messages about what it means to participate in sport that is highly masculinised (Hunter, 2004). This is coupled with issues around body size for a population that tends to be larger than European young women, and therefore maintaining femininity and attractiveness in a highly gendered situation is difficult for young Pacific Island women (Hunter, 2004). In a world where young women are faced with increasing and constant media coverage on what it means to feminine, along with constant reminders about the Western ideal of body size, a young women's self-worth is highly influenced by external standards (Fisette & Walton, 2011; Hill & Azzarito, 2012; Huggins & Randell, 2007; Knez et al., 2012). Furthermore, PE can become a site where the intersection of gender race and class are observed and potentially reinforced (Hill & Azzarito, 2012). Despite strong claims for the benefits of PE and empowerment through sport,

research suggests there are serious challenges that exist in order for girls to reap the benefits of such programmes (Kirk, 2012).

While acknowledging the challenges, proponents argue that Physical Education can make a unique contribution to girls' education and empowerment, in ways that other ad hoc physical activity and organised sport programmes, such as co-curricular sport, cannot (Kirk, 2012). By giving girls the opportunity to engage in sport, the school and teacher can empower girls to think more on both an individual and social level, gain in self-confidence, leadership and interpersonal skills (Huggins & Randell, 2007; Woodcock et al., 2012). Empowerment through physical education, can promote a strong sense of self and contribute to positive youth identity (Gullan et al., 2013). Moreover, both Gullan et al. and Lawson link behavioural empowerment through PE with increased academic success, fewer behavioural problems and better social outcomes (2013; 2005), leading to greater community involvement and efficacy. Physical Education can also provide an alternative for students who struggle with stereotypes on a daily basis in Western Society (Knez et al., 2012), and can provide a universal language to bridge racial, social, gender and religious divides (Kirk, 2012). Hayhurst (2013) takes this further, claiming that girls are the agents of development and can help to accomplish unparalleled economic and social change to their families, communities and to their countries. As such, the classroom is a site where perceived benefits or drawbacks could have flow on effects to co-curricular sport and community engagement as well as influencing family life with respect to physical activity.

3.6 CONCLUSION

This chapter has provided a brief history of the feminist movements that sought to mainstream women and gender into development practice that began in the 1970s. Through this movement empowerment theory emerged. Furthermore, the UN Decade for Women, marked with three conferences saw the implementation of action plans that were adopted aimed to specifically address women's needs, in particular,

the Education For All (EFA) monitoring report highlighted the need to understand more about the nature of gender inequalities in education. Examining the issues faced by women in both development and education contexts, helps to understand some of the challenges that young Pacific women may face in the New Zealand context.

A definition of empowerment relevant to this thesis was presented, namely that ‘empowerment is the process of increasing personal, interpersonal or political power so that individuals, families and communities can take action to improve their situations’ (Gutierrez, 1995, p. 229). The work of Raju (2005), Rowlands (1995) and Scheyvens (2000) was discussed in detail as all three theorists’ work has been drawn upon in order to create the empowerment framework for this thesis. Definitions of each of the four indicators, the individual, engagement, relational and social empowerment were given to better clarify what is meant by each of these key terms. Empowerment can occur across many levels. This thesis not only explores the empowerment of the individual, but also how this then transcends to relational and social empowerment. It is essential to understand what is meant by empowerment to assist with answering the main research questions.

Finally, it is important to understand how empowerment might occur within the PE classroom. For empowerment to occur, collaboration between teacher and student is required to create an environment whereby empowerment can occur (Lawson, 2005). This collaboration, or bargaining power by the student, is linked to relational empowerment, as they seek to try to influence aspects of the lesson. Students must engage in the empowerment process in order for it to occur, and thus this requires motivation either intrinsically, or extrinsically, to enable them to reap the potential benefits of empowerment (Lawson, 2005; Raju, 2005; Rowlands, 1995).

Young women, according to Hayhurst (2013) are the agents of development. If the PE classroom can provide a space whereby empowerment can happen, such benefits will not only be afforded to the individual, but also her community, and on a broader societal level as well. *There is no tool for development more effective than the empowerment of women (Annan, 2005, p. 1).*

CHAPTER FOUR: RESEARCH DESIGN AND METHODS

4.1 INTRODUCTION

The overall aim of this chapter is to outline how fieldwork was approached and undertaken for the thesis, important to this are the various methodological and ethical principles that guided the research. I commence by recapping the research aim and questions. I then explain why a qualitative methodology was considered the best approach to take, inclusive of what a qualitative approach entails. In discussing fieldwork planning, I highlight the need to behave reflexively and I acknowledge the concept of subjectivity. Moreover, as the research drew on feminist research principles, this chapter contains a brief discussion of these. Ethical issues are then examined; including the process that was undertaken in order to gain full ethics approval from the Massey University Human Ethics Committee (MUHEC). Undertaking the full ethics process required me to consider, in detail, site selection and my approach to participant recruitment and any potential ethical implications. I then review each of the methods employed in this thesis to collect data, noting my experiences in the field and highlight some of the challenges I faced. To conclude, I explain the procedures that were applied to deal with the raw data as well as the data analysis processes I engaged in. Reliability of the findings is also discussed.

4.2 RESEARCH AIM AND QUESTIONS

To recap, the main aim of this thesis was to:

Explore how young Pacific Island women are empowered or disempowered through their experiences in the PE classroom, and what is the potential flow on in relation to wider school and community organised physical activity

From the aim, the three specific research questions are:

- I. How are young Pacific Island women empowered or disempowered through their experiences in Junior PE?
- II. How do these experiences within the PE classroom then impact student's involvement in co-curricular sport and/or physical activity outside of school?
- III. What changes do schools need to make to the delivery of the PE Curriculum for it to be empowering for young Pacific Island women?

4.3 RESEARCH METHODOLOGY

Exploring the experiences of Pacific Island young women in the PE classroom and seeking to understand these experiences in terms of empowerment are research questions, which lend themselves to a qualitative approach. Qualitative research is employed when the researcher sets out to describe, explain and explore social phenomenon within a natural setting, and to become a co-constructor of knowledge (Stewart-Withers, Banks, McGregor, & Meo-Sewabu, 2014, pp. 60-61). Research that explores the concept and process of empowerment often does so in order to transform or bring about change. However, social change and transformation takes time and can be hard to measure, and so is beyond the scope and ability of this thesis. Rather the intention is to gain a deeper understanding of Pacific Island young women's experiences within the Physical Education context in New Zealand, that is to

provide a space for hearing those previously silent or marginalised voices, and reflect these back to, for example, the teaching profession and Development Studies .

When undertaking research the need to select appropriate methodologies inclusive of methods is essential if integrity within the research process is to occur (O'Leary, 2010, p. 229). As the researcher, it is also important to note and reflect on one's own philosophical standpoint and position thus ensuring that the research being produced is mindful of potential biases, seeks to manage these in such a way that the results can be deemed trustworthy and credible. The idea of positionality and behaving reflexively will now be discussed.

4.3.1 POSITIONALITY OF THE RESEARCHER AND BEHAVING REFLEXIVELY

As Stewart-Withers et al. (2014) state, 'in qualitative research the researcher is the central instrument in the research process' (p.60). It is thus important for the researcher to understand and state their position prior to conducting fieldwork in order to understand how their view may alter the interpretation of the findings and to ensure rigour (Alvesson & Sköldberg, 2009; Guillemin & Gillam, 2004). According to Sultana, however, a key concern that has plagued feminist scholars is that of being too reflexive to the point where some scholars have become paralysed (2007, p. 2). Regardless, reflexivity is important as ethical research is produced through these negotiated spaces and processes (Sultana, 2007, p. 2).

With respect to positionality, I am a fully registered teacher with an undergraduate degree in Education majoring in Physical Education and Health. I am Head of Department (HOD) and, in the past, was a Dean, responsible for the pastoral care of students within a specific group. I therefore entered into the research field with a sound knowledge of the PE Curriculum and the daily practices of a secondary school. This prior knowledge could be seen as both positive and negative. On the one hand, I am familiar with the curriculum and most classroom procedures, which allowed me to look beyond what was presented before me. On the other hand, being an insider could have meant I might take some things for granted, or may have 'not seen' them

as an outsider might. My positionality might have hence lent itself towards certain biases with regard to the interpretation of the data. I was conscious of seeing the PE classroom in too favourable a light. It was important for me to acknowledge what PE ought to be, could do versus what it was, and did do, especially in terms of the findings. Regardless, I saw my position as a partial insider to be of benefit because over time, I have developed a set of skills, which better enables me to deal with teenagers. These skills enable me to listen to and behave empathically in response to issues that young women, in particular, may have.

Expanding on positionality, I am an educated, white, middle class, woman. I live in an area of the country that does not have a high percentage of Pacific Island community members and thus I am not experienced with the Pacific Island way of life. My position is that of a non-indigenous outsider who could be seen as having 'power over' the students. Recognition of this was vital, as a key focus of this study was to understand power and power relations. Prior to commencing fieldwork, it was important for me to reflect deeply over both my position as an outsider and insider, and consider just how students might perceive me. This reflexive behaviour is important as it allows the researcher to situate themselves 'socially and emotionally in relation to respondents' (Mauthner & Doucet, 2003, p. 419).

As I understand the nature of hierarchal power within schools, I attempted to mitigate it by becoming a 'friendly outsider', one who was not necessarily interested in maintaining the teacher's position of power, whether real or perceived. Hence, I attempted to stand apart from the teacher in order to separate my role from his or hers. During lessons, I would sit in the background, or off to the side, away from the line of sight toward the teacher when instructions were being given. At two (out of three) of the schools I was introduced as Michelle, which I believe helped to place me more at the student's level as opposed to someone with a formal title. I was also introduced as a student from Massey University who would be observing classes for a

while. In saying this, I was still considered an elder,¹⁶ and students always showed respect towards me and were polite in their dealings with me.

4.3.2 FEMINIST INSIGHTS

This thesis draws upon feminist research principles. Feminism seeks to give a voice to the lived experiences of women and in doing so, creates inclusiveness (Alvesson & Sköldberg, 2009). Methodology from the feminist standpoint looks to ‘explore absence, silence, difference, oppression and the power of epistemology’ (Ackerly & True, 2008, p. 694). Young Pacific Island women are typically not heard, as limitations are often placed on youth voice, hence the approach seemed fitting (Kohfeldt et al., 2011).

Feminist theory lends itself to a critical interpretivist epistemology. The feminist research principles that guided this thesis are summarised in Table 4 below.

Table 4 - Feminist Research Principles (which guide this thesis)

I.	Feminist knowledge is incomplete. It is situated in time and place and embodied in cultural constructions
II.	Understanding personal experiences of a phenomenon is assisted by first person accounts about the lived experience of the phenomenon under study
III.	Feminist knowledge emerges from an exploration and unpacking of each person’s terms of reference, which are evolving understandings
IV.	Within patriarchal power relations, dominant ways of knowing may disadvantage women and oppressed marginalised groups
V.	Self-reflexivity is essential in order to see how the researcher’s own practice may contribute to dominance in spite of intentions to liberate

Source: Kralik & van Loon, (2008, pp. 36-37).

¹⁶Within the Pacific Island community, it is important to show respect to parents and elders.

Having discussed the various methodological principles, which inform the fieldwork, I move to discuss preparation for fieldwork commencing with ethics.

4.4 GAINING ETHICS APPROVAL AND FIELDWORK

4.4.1 ETHICAL PRINCIPLES

I was aware from the beginning of my intended research that I would need to gain full ethical approval because my participants would be under the age of 16 years. I commenced my ethics process in February 2014. Having only just submitted the first draft of my literature review, it proved difficult and, at times, arduous trying to think through and refine ethical aspects of fieldwork prior to also commencing my methodology chapter, especially as I was still coming to terms with much of the methodology literature. However, having to think through micro details, for example, how I would recruit participants and gain consent, required me to consider my fieldwork approach and methods in a deeper, more mindful manner. I would argue this process helped me understand more deeply the fieldwork and my data collection process and plans. Hence, I felt well prepared for fieldwork.

In undertaking the full ethics process, I completed the Massey University Human Ethics Committee (MUHEC) application form, a comprehensive document, with 84 questions supported by appendices. Appendices included an introductory letter to school, consent forms, information sheets for parents, students, schools and key informants, along with the interview schedules and the screening questionnaire. The application was read at the MUHEC meeting on 10 April and, after minor adjustments, I gained full ethics approval. With respect to the adjustments asked by the MUHEC, I was required to give more consideration to informed consent and to explain parental consent. MUHEC deemed that young women had the ability to give informed consent themselves, that they had 'agency', meaning they were able to consent for themselves, despite not being 16 years of age. Thus, I did not require direct parental consent as this was seen as passive consent, given the age of the girls. Instead of

asking for parental consent, a decision was made to provide Information Sheets to parents and if they had any concerns or questions, they could then make contact with me. Interestingly, there was a contrast in perspectives between what was considered ethically appropriate by MUHEC, and what the cultural norm is for Pacific Island families. Through a cultural lens, the family/parents are the unit of decision-making, often making decisions pertaining to the child. Regardless of age, parents inform and make choices for children, even adult children. This provided for an interesting tension between differing ideologies, as often a parent would sign the student consent form even though this was not a requirement.

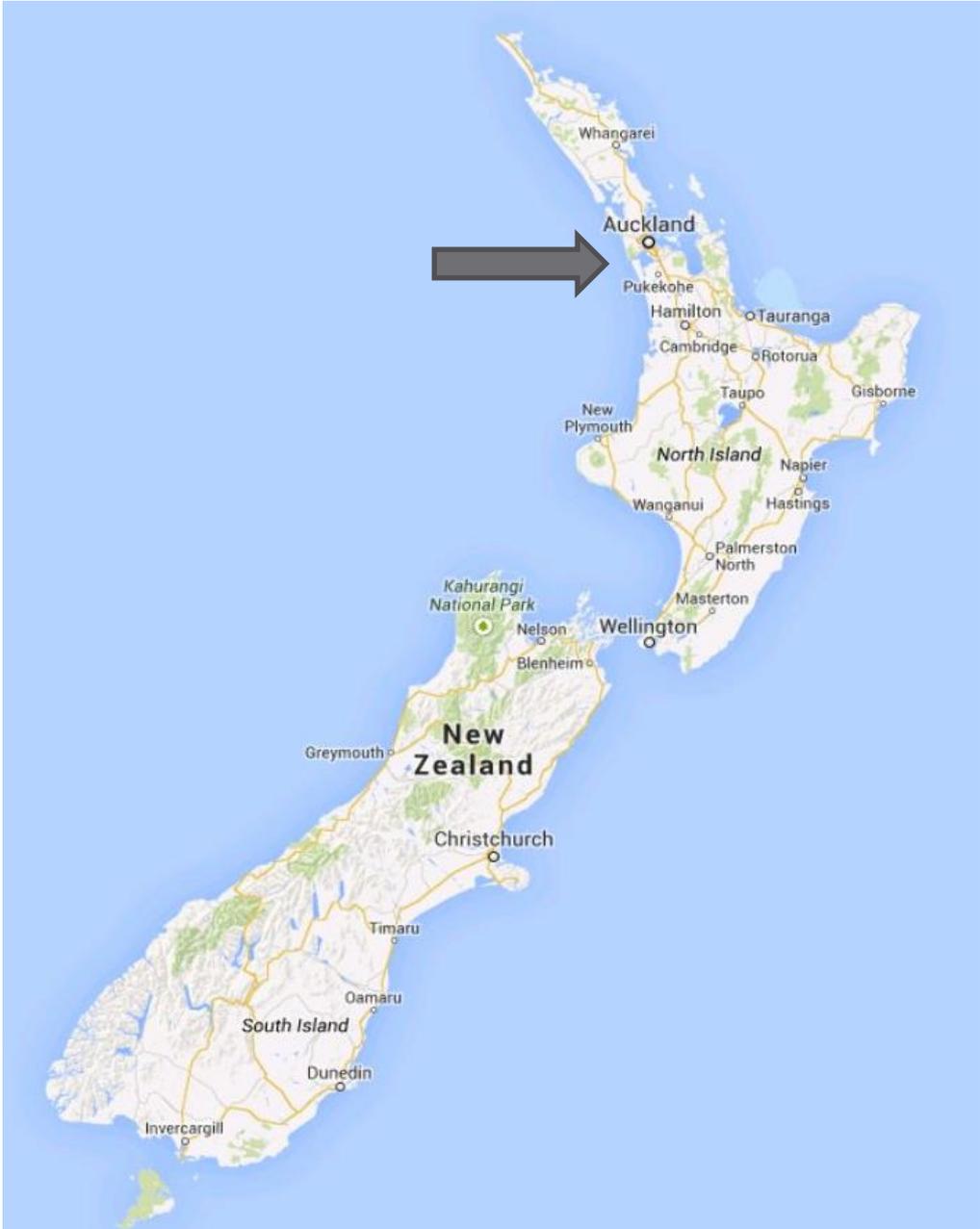
In summary, with reference to ethics, a clear process was undertaken and deep reflection occurred. Principles such as informed consent, privacy and confidentiality were adhered to. Further ethical principles are noted throughout this chapter, for example, behaving with reciprocity, adhered to principles, which lend themselves to feminist research and points made in Table 7 at the end of this chapter.

4.4.2 INTRODUCING THE FIELDWORK LOCATION

The focus of this study is on young Pacific Island women's experiences within the PE classroom in the NZ context. Two-thirds of Pacific people living in NZ live in the Auckland region, with one in three of all Pacific people living in South Auckland (Ministry of Pacific Island Affairs, 2014). South Auckland was therefore chosen as schools typically have a higher proportion of Pacific Island students, compared with other parts of the country, and in relation to other parts of Auckland, such as the North Shore (Ministry of Education TKI, 2012). Although people often refer to 'South Auckland' as a collective area, there is some confusion regarding where this large and diverse area extends. South Auckland is the encompassing name given for the suburbs and cities that stretch from Otahuhu to Papakura (McClure, 2012, p. 16). South Auckland is ethnically diverse, and has some of the highest rates of deprivation in Auckland, with the most concentrated levels being in Manukau, 49%, and Papakura, 43% (Schwarz & Crothers, 2011). Within this region, Māori and Pacific Islanders have high levels of burden and suffer from hardship rates that are 2-3 times that of those of

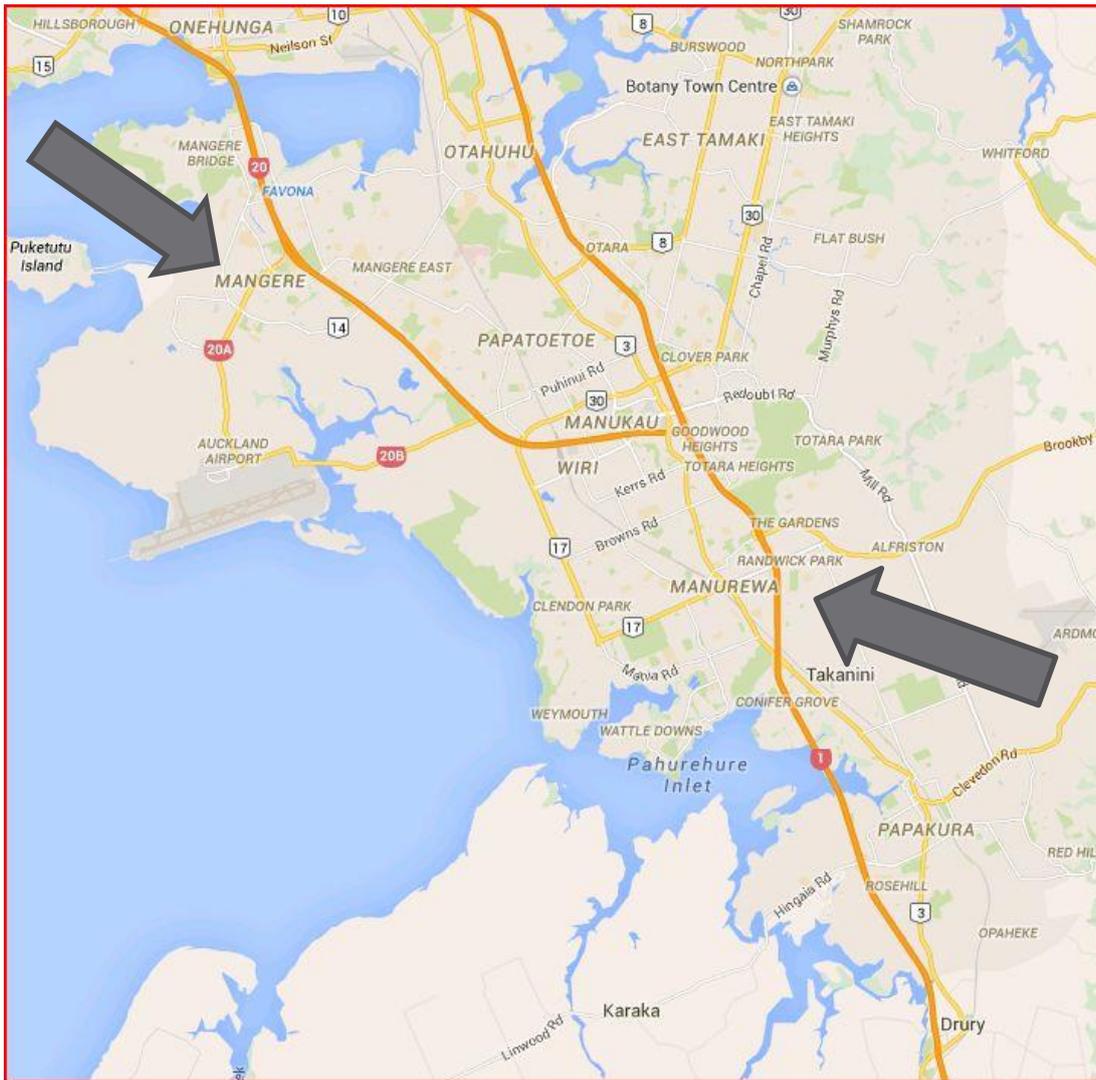
other ethnic groups (Schwarz & Crothers, 2011). The schools in this study were located in Mangere and Manurewa (see Figures 5 & 6 below).

Figure 5 - New Zealand Fieldwork Location: Auckland



Source: Google maps (2015a)

Figure 6 - South Auckland fieldwork locations - Mangere and Manurewa



Source: Google maps (2015b)

4.4.3 ENTERING THE FIELD AND FIELD PROCEDURES

Fieldwork occurred in three co-education¹⁷ South Auckland schools, two of which had a high proportion of Pacific Island students who were also the largest ethnic group in the school, and one where Pacific Islanders were the least represented in terms of roll size. Research was conducted for 6 weeks over a two-month period during May and June 2014. I spent three weeks in School One, from May 5 – 23, seven days in School Two, from June 5-13 and two weeks in School Three from June

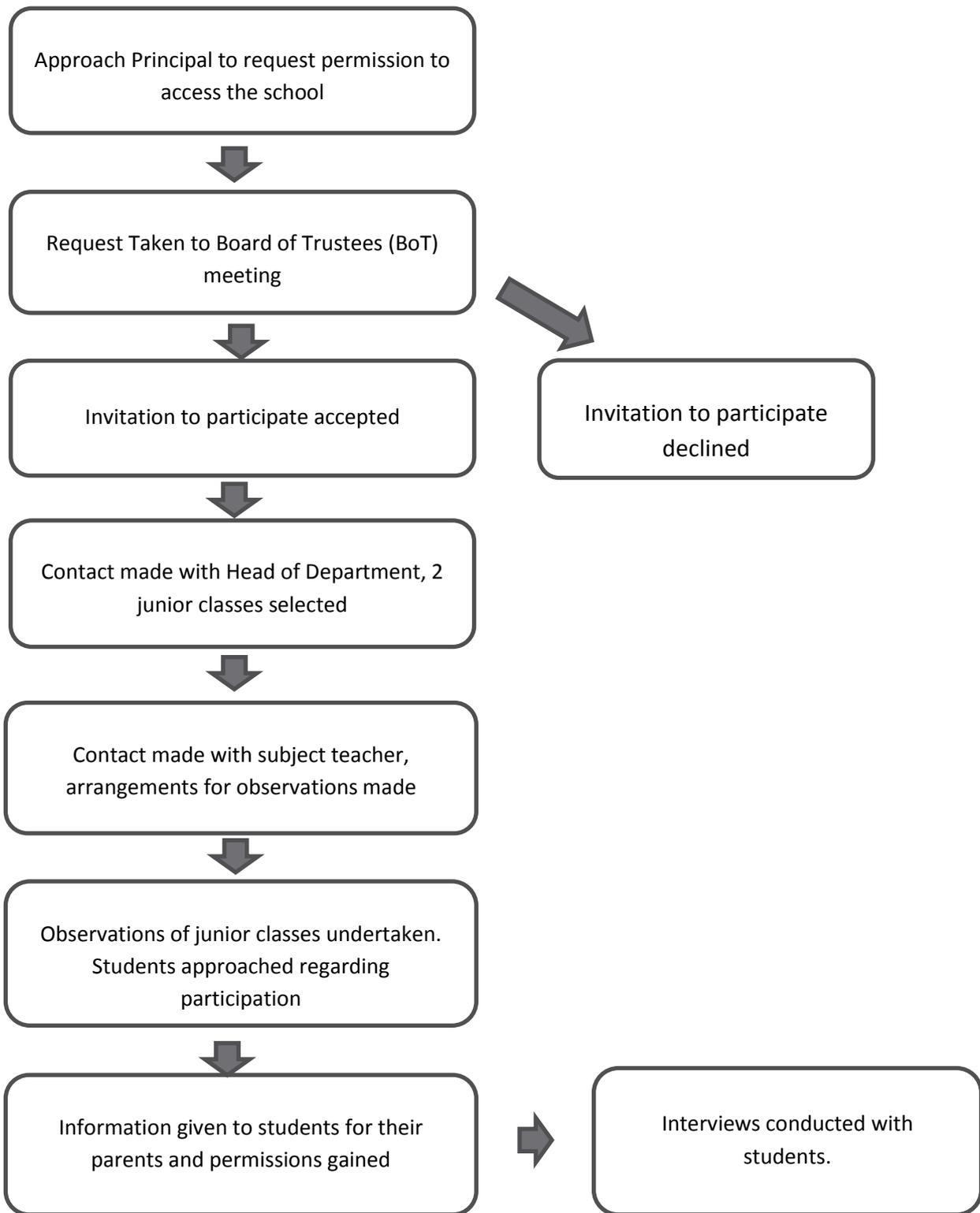
¹⁷ Co-education (co-ed) is the education of students from both sexes at the same school.

16 – 27. Two to three weeks was enough time to learn the processes and practices of the school without becoming too much of a perceived burden on department staff. Figure 6 below outlines the research procedures that took place both prior to entering the field, and once in the field.

At the first school I entered, I was welcomed with a staff Powhiri¹⁸. I was not expecting this and was pleasantly surprised to be as warmly welcomed. In terms of field procedures, at all three schools, I met with the Head of Department (HOD) and discussed my research and my fieldwork plans. All of the HODs were helpful and keen to find out more about young Pacific Island women’s experiences in Physical Education. The HODs assigned me to specific classes that I could observe during my time at their schools. Prior to commencing observations, a statement was also included in the school newsletter that made parents aware of who I was and my intent during observations. Figure 7 below, summarises the research procedures.

¹⁸ Powhiri - a Māori welcome.

Figure 7 - Research Procedures



Source: Author

4.4.4 ESTABLISHING RELATIONSHIPS

Upon entering the first school, I made efforts to not stand out. Given that I am a New Zealander of European descent, entering into a school with a roll of 770 that has just two New Zealand European students, it was inevitable that this was not going to be possible. In terms of my presentation, I considered for a moment not wearing my regular pair of pearl earrings, seeking to dress more casually. Interestingly, on my first day, the earrings provided a talking point with several female students, who after introducing themselves to me told me how much they liked them and thus began a discussion with me.

While on one hand, schools are fairly 'open' places, and often have student teachers and/or relievers present, so students are used to seeing new faces around. On the other hand, there was a natural inquisitiveness as to who I was, with students displaying both politeness and confidence when approaching me. Owing to my experiences in providing pastoral care to teenage girls, I believe I brought to the research a level of understanding and sensitivity to some of the issues they may face. Moreover, as a physical educator, in the past students have at times had 'difficult' conversations with me regarding a range of personal challenges either relating to the subject, at school or in their lives. It has been put to me that I have a calm and kind approach in dealing with sensitive issues and my own students' state that they feel comfortable talking to me. I felt that just being myself would be to my advantage during semi-structured interviews when talking about some of the potentially uncomfortable issues that girls could face in PE, such as body image. Even when observing, it became apparent to certain students that I was not going to 'dob' them in when they involved themselves in some silly, under the radar behaviour. As such, I believe I became quietly accepted by the students in all fieldwork sites.

4.4.5 PARTICIPANT RECRUITMENT AND SELECTION PROCESS

As mentioned, participants attended one of three South Auckland schools; key informants, both at school and in the wider community, all lived in the region of South

Auckland. As part of the completing the ethics application, I was able to contact schools early in order to gauge interest. After approaching 10 schools, three schools agreed to take part in the research. The student participants in this research included Year 10 and 11 female Pacific Island students taking PE. As mentioned earlier, PE is compulsory at Year 10 and in most schools becomes an option at Year 11. Prior to commencing fieldwork at the schools, the HODs selected between 3 to 4 Year 10 classes to observe and one Year 11 PE class. Selection of classes by the HOD was based upon decisions such as who taught the class, timetabling and teachers' work demands. Owing to the time of year and whether or not students had had their birthdays, ages ranged from 13 – 16 years old.

Given that schools are diverse and each has their own culture, I wanted to be open with regard to the selection process of student interviewees. The school culture would be gauged upon arrival and the recruitment procedure would be adjusted accordingly. Engaging in the MUHEC ethics application process ensured that, prior to entering the field, I had a sound understanding of the methods I was to employ and the ways in which I intended to approach students. The various ways to select students were as follows: if the school wished the teacher to approach certain students, then I would comply with this decision. If they allowed me to select students, it could be done in one of two ways. Firstly, I could approach selected students who 'stood out' in class; this could be either for high levels of engagement, or for minimal participation. Secondly, I could speak to the class at the completion of a lesson, explain who I was, what I was aiming to do and ask for volunteers. None of the schools requested that the classroom teacher approach selected students; this meant that I was free to approach students myself both directly and through asking for volunteers.

In approaching students, I was aware of, and attempted to mitigate any possible research bias. If I went and spoke to specific students, I did so with the aim of balancing experiences, that is, I did not solely select the students who were consistently sitting out, but approached both those who were engaged, and those who were not. What I did find was that in instances where I spoke to the class as a

whole, and asked students to consider volunteering to be a part of the research, the student voice was much richer, the girls were able to give thoughtful, well-considered answers and insight into what they, and their peers liked and disliked. When seeking participants in this way, I was clear to students that I wanted a range of experiences. Even though this process could be criticised for only ending up with students who had the confidence to speak out, I feel comfortable that the way in which I asked students to consider participating and then they approached me after changing or later in the day, meant that they were not put under any undue pressure. At times, however, I felt that some of the students that I approached individually agreed to be interviewed largely out of politeness, and the interviews were not as rich.

Key informants included those who worked at the school, the HODs, Deputy Principals (DP), Sports Coordinators, Deans, and also key members of the sports and Pacific Island community. Wider school key informants were selected once I was at the school, when it became clear who played a large part as advocates for the young women in relation to sport. To recruit/select other key informants, I also used a purposive snowball sampling technique. Purposive snowball sampling requires selecting participants with the aim of the study in mind which then 'snowballs' into making contact with others and so on (O'Leary, 2010; Patton, 2005; Silverman, 2013; Tranter, 2010). To do this, I asked each key informant (at the end of the interview) who else I should talk with.

4.4.6 SAMPLE SIZE

In total, 30 people, including 18 students and 12 key informants, participated in the study.

The coding used for the participants is as follows.

Table 5 - Participant Codes

Code	Explanation
Year 10 student	Aged between 13 and 14 years old
Year 11 student	Aged between 14, 15 and 16 years old
HOD	Head of PE Department
Sports Coordinator	Responsible for coordinating extra-curricular sport at the school, typically works closely with the PE department
Dean	A teacher who is in charge of the pastoral care of the students within a specific year group
Deputy Principal (DP)	A member of the senior management team of the school
Key Informant	A person in the wider community, who is not directly working for a secondary school but is involved in sport or the Pacific Island community.

Table 6 - Interview Participants

	Students			Staff		
	Pseudonym	Year	Ethnicity	Pseudonym	Role	Ethnicity
School One	Lucy	11	Samoan	Murray	HOD PE	English
	Sharna	11	Samoan	Nicole	Dean, PE teacher	Māori
	Melissa	10	Samoan	Mara	DP, Samoan teacher	Samoan
	Lily	10	Samoan	Tara	Sports Co-ordinator	Cook Island Māori
	Arna	10	Tongan			
School Two	Pseudonym	Year	Ethnicity	Pseudonym	Role	Ethnicity
	Amanda	11	Samoan	Sally	HOD PE	NZ European
	Marne	11	Fijian	Sharon	Sports Co-ordinator	NZ European
	Gloria	11	Samoan			
	Debbie	10	Samoan			
Tai	10	Samoan				

	Avea	10	Samoan			
School Three	Pseudonym	Year	Ethnicity	Pseudonym	Role	Ethnicity
	Arlee	10	Samoan	Mary	HOD PE	NZ European
	Sia	10	Samoan	Shaun	Dean, PE teacher	South African
	Grace	10	Samoan	Laura	Sports Co-ordinator	Māori
	Etta	10	Samoan	Erika	DP	NZ European
	Tara	10				
	Banni	10				
	Demi	10	Samoan			
Key Informants	Pseudonym	Role				Ethnicity
	Jana	Completing a Certificate in Sport & Rec at MIT, Ex-student School Three				Samoan
	Kate	Completed a Certificate in Sport & Rec at AUT, Ex-student School Three				Samoan

This research used three main methods for data collection; these are now discussed.

4.5 RESEARCH METHODS IN ACTION

4.5.1 CLASSROOM OBSERVATIONS

As mentioned, I observed classes between three to four Year 10 classes, and one Year 11 PE class in each school. Each school experience was different, as schools have their own culture and set of practices that become accepted norms. The observations continued over the full period of time that I was at the school.

Classroom observations were structured and lessons were observed using the empowerment framework lens discussed in Chapter Three. After initial classroom observations, it was particularly beneficial to observe the students after the interviews as well, as I was able to see some of what they had told me regarding their experiences play out within the classroom setting. I also became involved in informal discussions with both boys and girls in the class. In some instance, students would approach me to discuss why I was there, or to ask questions, and this too became a

source of information as a means of confirming my observations. Prior to commencing fieldwork, I had not considered the value of informal discussions.

4.5.2 SEMI-STRUCTURED INTERVIEWS

The main method of data collection for this research was the use of in-depth semi-structured interviews. An interview schedule was created, one for students, staff and key informants outside of the school; these are included in the appendices. Interviews were conducted during the lunch break at the school, as many students had work, sporting or family commitments after school. Staff interviews were conducted during a non-contact (non-teaching period). At each school, a room that was both comfortable and private was used for the interview. A decision was made early in the ethics process to conduct semi-structured interviews, as opposed to focus groups, due to the sensitive nature of some of the issues that might arise. Semi-structured interviews lend themselves to qualitative research. Semi-structured interviews are flexible in nature and allow for the conversational nature of the interview to deviate. The participant and researcher are thus able to explore interesting and meaningful digressions (Cohen & Crabtree, 2006; Longhurst, 2003; O'Leary, 2010). Central to conducting feminist research, is the use of in-depth interviews, which often followed an unstructured or semi-structured format. In my case, use of semi-structured interviews provided an opportunity for women to share their experiences with the researcher and, as mentioned, allowed them to be heard when they otherwise might not have been.

The goal of the semi-structured interviews was to create a forum within which both students and adults could openly discuss and explore the topic within the security of a confidential interview (see Longhurst, 2003; O'Leary, 2010). Commencing the interview, I would share some personal information about myself and re-cap that this was a confidential process. I found that sharing personal information with the students helped them to feel more relaxed. Several times during interviews, students would tell me of their study aspirations and goals and would end the statement with 'like you'. The questions asked were predominately open-ended,

with the aim of stimulating their thoughts and allowing for a rich, in-depth discussion. Occasionally, when interviewing Year 10s, I had to rephrase questions in order for them to understand the meaning of the question better. For example, one particular question did not gain the response, either for or against, that I had intended. In this instance, I re-worked the question so students could better understand what I meant. My first interview of my research went for a full hour and after months of delving into the literature for this thesis; it was exciting to begin gathering data.

In all but one of the interviews, an electronic recording device was used. The consent forms included a separate consent to being recorded. This allowed me time to transcribe the interviews and to come back to each interview as required. Additionally, listening to the recordings proved particularly useful in the beginning of fieldwork as it allowed me to reflect on and hone my interview skills.

4.5.3 FIELDWORK JOURNAL AND ACCESSING SECONDARY SOURCES

In addition to classroom observations and semi-structured interviews, I kept a fieldwork journal. The journal was with me at all times during the school day and while observing lessons. I found it useful to write down what I was observing, and trends that I noticed, and occasionally to draw myself pictorial representations of classroom activities. In the evenings, I would read over what I had written. If I had not had time to write fully, I would expand on bullet pointed notes taken during the lesson, or at other times throughout the day. I also added any further reflections or experiences, and things to potentially look for, or comment on the following day. It provided me an opportunity to reflect and gain more insight during my time in the field. Additional information was also sought from each of the schools during field research. More often than not, department procedures were discussed verbally; this included such things as year plans and procedures for dealing with students who do not bring gear.

4.5.4 RECIPROCITY

It is customary when undertaking research in Development Studies to demonstrate reciprocity. Reciprocity often refers to a gift, a koha¹⁹, in exchange for the participant's time and cooperation (Falk, 2007; Fehr, Fischbacher, & Gächter, 2002; Fehr & Gächter, 2000). An individual koha was offered to staff, students and key informants who were interviewed. These vouchers were purchased from a few different locations and given to participants following the interview in appreciation for their time. I decided to offer a voucher of a slightly higher amount to the staff as they were accommodating me for the duration of the field research and often provided me with resources and additional help. A koha in the form of a morning tea shout for the PE department was also provided, which staff appreciated. In the first school I went to, I essentially became a part of the department and formed positive relationships with the PE staff. When I left the school, I was pleasantly surprised to receive a card and present from them wishing me well for my studies.

4.5.5 FIELD WORK CHALLENGES

Regardless of planning well for the fieldwork and the process going well, I also faced some difficulties in getting students to articulate specific thoughts and feelings surrounding their experiences in PE. I recall coming home after my interview with Arna, a Year 10 student at School One, and while it was not my first student interview, it was clear early on that she might struggle to explain herself in relation to some of the questions. Getting her to move beyond 'it's good' or 'I just don't like it', was difficult. The interview took just 20 minutes and I was left considering the soundness of my questions. I relayed my concerns to my partner, and he offered some insights into needing to 'tease out' certain questions in order for students like Arna to have a better understanding of the question. As mentioned above, I essentially re-worked some of the questions that she and another student had had difficulty in answering. I used the extended questions when it was apparent that a student was struggling with the comprehension of some of the questions. This early hurdle worked to my

¹⁹ Koha - Māori – an exchange or gift to show appreciation.

advantage, as it was easier and more appropriate to use the expanded questions with students who had low levels of verbal literacy due to English being their second language.

Sometimes, the time available at the schools, was also slightly problematic. At School One and Two, the lunch break was only half an hour long, while at School Three, lunch break was 40 minutes. My aim was to cause as little disruption as possible to the normal day-to-day running of the school, and it was not my intention to pull students out of their lesson time, or disrupt their learning in any way. This posed a problem as interviews were estimated to take between 40 minutes and an hour. At School One, directly following lunchtime was a form period, and with luck, I was able to negotiate with the HOD to allow the students to be excused from this on the day the interviews were taking place. This allowed me a possible time frame of 55 minutes and, in all instances, this was enough time to complete the interview. Regardless, there were still various challenges. There was pressure surrounding waiting for students to arrive, as they often had to come from a different part of the school. There were also issues around the students not eating during the interview in what was their lunch break. I would ask them if they had their lunch and told them it was all right to eat during the interview, however, in all cases students would say to me 'nah it's okay Miss', I'm okay'.

At School Two, students had three classes, each 100 minutes long (as opposed to the majority of secondary schools in New Zealand where lessons run as 5 x 60 minute blocks over the day). Subject teachers and the HOD offered class time to me to conduct the interviews. After the offer was made, I made sure that the teachers were comfortable with me doing this and in all cases, they were.

As negotiations were required to either excuse students from form periods, or during the lesson, the subject teacher and/or HOD inevitably knew who the students being interviewed were. On several occasions, the subject teacher would ask me what I was aiming to do and then suggested one or two girls who might be potential participants. This posed difficulties surrounding keeping identities confidential. In

saying this, I have taken care when creating pseudonyms for students so as to ensure that while the PE staff may have known who had been interviewed, what individual students said during the interview has been kept unidentifiable.

4.6 DATA PROCESSING AND VALIDITY

4.6.1 DATA ANALYSES

Qualitative data analysis can be carried out in a multitude of ways, and there is extensive research on evaluating this type of data (Dey, 2005). While my aim was to ensure that I paid homage to the narratives of these potentially marginalised young women, it is important to remember the bigger picture when trying to draw meaning from the research (Green et al., 2007; Hunter, Lusardi, Zucker, Jacelon, & Chandler, 2002; O'Leary, 2010). It is also easy to get lost or side tracked by other interesting pieces of information, and to deviate from the research questions. With this at the forefront of my mind, data analysis followed four key steps outlined by Green et al., (2007). These are 1) immersion in the data, 2) coding, 3) creating categories, and then 4) the identification of themes. Furthermore, drawing on O'Leary (2010), I also sought to interpret meaning, interrogate understanding and draw conclusions from the data.

Data analysis is not necessarily a linear approach, but rather each of the steps require movement back and forth throughout the data collection and analysis processes (O'Leary, 2010; Stewart-Withers et al., 2014) and thus being flexible, reflexive and patient, are key traits when dealing with the raw data. Immersion in the data involves repeatedly reading and re-reading the interview transcripts and listening to the recordings. Beyond that, it also requires the researcher to be a keen and observant person, recording anything that is done within the interview context, such as hesitations, body language, the tone of the participant, as well as levels of confidence or shyness (Green et al., 2007). These shared experiences by myself the researcher, and the interviewees can add to the depth of the data and allowed me to immerse myself in the data gathering process.

Data coding requires the researcher to examine and organise the information contained, not only in each interview, but also in all of the data gathered (Green et al., 2007). Coding requires the researcher to reflect on what is being said by the participant, and not simply applying a label to it. It requires a sense of the context within which the statement has been made. At all times during this process, the researcher must move forward and back through the data, including transcripts in order to ensure that previously coded transcripts are still relevant (Green et al., 2007). After this point, it is necessary to categorise the data. The aim is to provide an interconnectedness of the data and show links to similar experiences (O'Leary, 2010). It was important for me to move beyond this step; otherwise, my thesis becomes nothing more than a simple descriptive study. At this point, I applied data reduction techniques in order to reduce the breadth of information into chunks that were more manageable. This can be done through the identification of themes in the research. This required me to move towards an explanation and interpretation of the data as it related to the research questions (Green et al., 2007). The identification of themes allowed me to link my research to the theory and also hopefully allows my research to become generalizable to other groups and other settings (Dey, 2005; Green et al., 2007).

Throughout the data analysis process, it is highly important to check the quality of the data that has been collected, as qualitative data can typically be of uneven quality (Dey, 2005). For this reason, it is important to consider a set of questions in order to ensure that the data collection methods are being conducted in neutral circumstances. Firstly, it is important to consider whether or not the data is a product of my own observation or rather a result of hearsay (Dey, 2005). While it is important to take into account other's thoughts and ideas, it is also necessary to observe the phenomenon occurring. Secondly, are other people making the same observations or have they reported the same thing; what motivations may have influenced how the observation was reported and, lastly, what biases may have influenced how the observation was made or reported? (Dey, 2005). Analyses of qualitative data is a repetitive process, whereby I needed to keep returning to earlier phases of the analysis as ideas are clarified and evidence becomes more organised (Dey, 2005;

Green et al., 2007; O'Leary, 2010). I ensured that as I moved from school to school, I kept returning to earlier data to examine it, as new and common themes came through.

As the data was collected at each school, summary mind maps were created of each interview transcript and colour coded relating to themes as they emerged. Similarly, observation mind maps were created and likewise coloured coded. Through the colour coding system, further mind maps were created connecting themes to each research question. Some of the themes that emerged were body awareness and skill perception, social influence, family life and influence and the preference to participate in team sports over individual sport. Furthermore, during the data analysis stage, I provided feedback to schools, noting the importance that knowledge is co-constructed, this allowed me to determine areas of agreement, as well as areas of divergence (Guion, Diehl, & McDonald, 2011, p. 1). The feedback was accepted by schools, and they verified and valued the information presented back to them.

4.6.2 RELIABILITY OF THE FINDINGS

Qualitative research is not without its weakness, and to ensure reliability of the findings, it is necessary to acknowledge these limitations (O'Leary, 2010; Stewart-Withers et al., 2014). One such limitation is that of transferability. Research conducted that is qualitative in nature often seeks to understand the voices of few over many, looking at depth over breadth. When research is conducted, it typically targets a specific group within a specific context thereby lending itself to the criticism that it is not easily transferred or applied from one paradigm to another (Stewart-Withers et al., 2014, p. 77). One method employed to ensure rigour is that of triangulation. Triangulation refers to when more than one method of data collection is applied in order to better determine a particular phenomenon (Alvesson & Sköldbberg, 2009, p. 86; Casey & Murphy, 2009, p. 2). For this study, triangulation was applied using more than one qualitative method to gather data. Semi-structured interviews, structured observations, informal discussions, engaging in secondary data and keeping a fieldwork journal all allowed for greater insight into the experiences of

Pacific Women in PE. Providing feedback to schools, as mentioned above, was also another means of verification.

The principles that informed my methodology can be summarised in the following table.

Table 7 - Eight 'Big Tent' Criteria for Excellent Qualitative Research

Criteria for quality	Various means, practices, and methods through which to achieve (end goal)
Worthy topic	The topic of the research is <ul style="list-style-type: none"> • Relevant • Timely • Significant • Interesting
Rich rigour	The study uses sufficient, abundant, appropriate, and complex <ul style="list-style-type: none"> • Theoretical constructs • Data and time in the field • Sample(s) • Context(s) • Data collection and analysis processes
Sincerity	The study is characterised by <ul style="list-style-type: none"> • Self-reflexivity about subjective values, biases, and inclinations of the researcher(s) • Transparency about the methods and challenges
Credibility	The research is marked by <ul style="list-style-type: none"> • Thick description, concrete detail, explication of tacit (non-textual) knowledge, and showing rather than telling • Triangulation • Multivocality • Member reflections
Resonance	The research influences, affects, or moves particular readers or a variety of audiences through <ul style="list-style-type: none"> • Aesthetic, evocative representation • Naturalistic generalizations • Transferable findings
Significant Contribution	The research provides a significant contribution <ul style="list-style-type: none"> • Conceptually/theoretically • Practically • Morally • Methodologically • Heuristically
Ethical	The research considers <ul style="list-style-type: none"> • Procedural ethics (such as human subjects)

Meaningful coherence	<ul style="list-style-type: none"> • Situational and culturally specific ethics • Relational ethics • Exiting ethics (leaving the scene and sharing the research)
	<p>The study</p> <ul style="list-style-type: none"> • Achieves what it purports to be about • Uses methods and procedures that fit its stated goals • Meaningfully interconnects literature, research questions/foci, findings, and interpretations with each other

Source: Tracy, (2010, p. 5).

4.7 CONCLUSION

In summary, this chapter has presented the approach to planning and conducting the research. I discussed the philosophical and ethical issues prior to and during fieldwork. The chapter also described in detail the research methods that were employed to generate data enabling me to achieve the aim of the research and the ability to answer my research questions. I also presented the practical elements of the fieldwork, including reasons behind selecting certain classes and some of the logistics of the day-to-day events that occurred while in the field. Following this I talked about some of the difficulties I faced while in the field and how I tried to overcome them. I discuss also how to make meaning from the data by outlining the four phases of analysis, 1) immersion, 2) coding, 3) categorisation and 4) thematic identification. The research findings will now be presented in Chapter Five, along with a discussion of these findings in relation to the research questions.

CHAPTER FIVE: FINDINGS INSIDE THE PHYSICAL EDUCATION CLASSROOM

PE has helped my self-esteem and my confidence. I used to think I couldn't do things but then you find you have skills you wouldn't have known before. Not just physical skills but that I can be a good leader and I can stand up for myself. I like it because I get to be with my friends and they help me, they are really supportive (Interview: Gloria, Yr11: S2)²⁰.

5.1 INTRODUCTION

Feminist research highlights the importance of not only valuing women but the importance of validating women's experiences, thoughts and needs. When undertaking feminist research, the researcher therefore places great weight on the direct testimonies of women concerning their own lives, experiences, feelings and beliefs (Kralik & van Loon, 2008). As noted by Harding (1987, pp. 7-9), feminist research by privileging women's voices, not only builds new knowledge, but also provides space for exposing previously silenced voices. In the case of Pacific Island young women, the chance to express their thoughts and feelings can indeed be rare (Ward, Liu, Fairbairn-Dunlop, & Henderson, 2010).

²⁰ In order to keep the stories of the girls authentic I have not changed their language. Some of it may be grammatically incorrect, for example, the use of 'cause' instead of 'because', but this is important in order to tell their experiences as they report them. The use of the words young women and girls are also used interchangeably throughout the findings, for no particular reason other than ease of readability.

With the aforementioned in mind, the overall intention of this chapter is to not only present my research findings, but to do so in a way that is in keeping with feminist research principles. Similar to the voice above, which highlights the way in which PE has been an empowering force by providing an opportunity to develop leadership and assertiveness skills, I draw heavily on quotes from the field, and the voices of the participants are interwoven throughout the findings.

The findings are presented in relation to the four research questions and so the chapter is divided into four key sections. In section one I begin by exploring how various aspects of the PE classroom can be a disempowering or empowering experience for young Pacific Island women. The findings to this question are presented by firstly outlining a particular aspect, which girls reported to be confronting, or problematic, which hinders their engagement or experiences in the PE classroom, thus it is disempowering. Secondly, the ways they, or others, attempt to then manage, or mitigate, disempowering experiences are discussed.

In section two, I examine some of the barriers and enablers to participation in co-curricular sport with reference to home requirements and cultural expectations, while in the third section of the chapter I examine ways in which the PE environment could be adapted to provide a more empowering experience. This is not to say that all young women are disempowered within the PE classroom space, rather I wish to shed light on aspects of the classroom experience that some young women find disempowering. The fourth and final section of this chapter is where I re-tell the story of Kate, a young Pasifika woman who left secondary school a year ago. Her story is particularly important, as she is able to reflect and draw conclusions on her experiences in PE and co-curricular sport during her school life, and hence upon leaving school.

5.2 RESEARCH QUESTION ONE

How are young Pacific Island women empowered or disempowered through their experiences in junior Physical Education?

5.2.1 BODY AND SKILL PERCEPTION: FEELING JUDGED

The PE classroom is a critical site where others can view both the body and the physical skill level of an individual. Others can make judgements about a person and differences between individuals can be apparent. The young women were acutely aware of this and if they believed they did not have a high physical skill level, or could potentially be embarrassed; the ‘what are we doing today’ question was always posed to the teacher with both apprehension and anxiety. Students were often reluctant because they were conscious of how they might be viewed by others. Students reported feeling nervous and fearful about what judgements might be made about them; judgement from the boys in the class was of more concern than judgement by other girls. When I asked one student who was very involved in the class why she perceived the other young women did not enjoy participating she surmised:

They are shy and nervous about being in front of others. I think because they are self-conscious about how they look, I mean more how they look when they are running and everyone is watching. Just get out there I reckon because if you don't do anything they look at you more. Girls don't really involve themselves as much. Some of the quieter girls are just put off (Interview: Lily, Yr.10: S1).

The notion of ‘being on show’ is inevitably linked to how one feels about oneself, about one’s body image. Girls who were confident in themselves had no problem being active in class and were not as concerned as to how their appearance might be perceived. Less confident girls, however, were. How a young woman felt about her body image thus affected her levels of participation. A Year 11 student who had not

chosen to take the subject at NCEA Level 1²¹ described to me her reasons for doing so. She spent a significant amount of time unable to do Year 10 PE due to an injury and although she had been cleared to participate, she chose not to:

I'm not comfortable in my body now cause I've put on weight. I'd much rather do Year 11 Health, it's been so long since I've done PE everyone is going to look
(Interview: Sharna: S1)

It did appear as though the classroom environment could play a role in combating this. Avea at School Two described to me why she was so much more involved in PE in Year 10 as opposed to Year 9:

It's different now. Last year my class was really judging and I didn't play as much as I do now and I didn't take a leadership role. It's really different now. PE has helped my confidence. The people in my class are really supportive and encouraging towards me. We all want each other to achieve something. My class has been supportive all year. Last year's class wasn't as supportive. People in my class now don't care about size, they just look at the individual and your potential. The teacher has helped to develop that but mostly the group of people. If the group of people you are always with are always immature, that can influence you (Interview: Avea, Yr.10: S2).

What Avea touches on briefly is the ability of the teacher to develop that supportive environment. This will be examined in more depth in section three of this chapter, which discusses potential changes that can be made to the PE Curriculum delivery. One teacher did touch on their role in helping students to overcome the perceived barrier that everyone is watching them and judging them:

It's just a matter of getting through the initial block. It's more a psychological perception where they think others are watching them. And this is the case with kids; they always think that in a class of 30, 29 are watching you. That's

²¹ As mentioned in Chapter One, Year 11 PE is no longer compulsory at the majority of Secondary Schools in New Zealand. Students choose whether to take it from Year 11 onwards.

something I try to get them to work out of their system straightaway because it's not the case (Interview: KI: Shaun: S3).

During observations, it became clear that within the classroom there are those who are physically able and do not hesitate to be fully involved, those who attempt and sometimes succeed, and those who do not want to participate at all. The final group, those who do not participate at all, had two sub-groups. One group of young women once changed, went with their team or group and pretended to be involved but during observation it became clear that they were doing as little as possible under the guise of participating. The second sub group were the students who actively sought not to participate at all. These students often brought notes, either real or faked by themselves or another student (discussed later in this chapter when examining social empowerment) and/or they feigned an injury or could not participate under the guise of 'women's problems', that is, having their period. These students were forthcoming to me regarding this and openly admitted they frequently embarked on these practices, which suggests a level of agency:

Don't tell anyone, but I forged my note. I didn't have any shorts so I was just like ok I'll just write my note. I always do my notes. My parents don't know that I get out of it; oh, my dad does but not my mum. I wrote the note last period (Interview: Melissa, Yr.10: S1).

The reasons for a forged note were varied. Something as simple as Melissa forgetting her shorts was deemed a valid enough reason by her to miss the class, for other students it came down to 'I just did not feel like it', or 'I was nervous about being involved, felt highly self-conscious' or 'did not like the other students'. In some instances, it seemed like any reason could be posed if it meant they were able to avoid PE. One particular student told me one day 'it was too cold' then a week later 'it was too hot' for PE. The disengagement of these students is likely due to also broader factors, including the idea of family influence discussed in the following section.

Another barrier was how other students perceived mistakes, and in this, there were clear differences noted linked to ability. Competitive and engaged students were more tolerant when able-bodied students made mistakes. Often students, including the individual who made the error, laughed and made light of the situation, whereas when a student who did not have a high skill level made an error, others appeared more annoyed that the mistake had occurred, further differentiating that student from her more able-bodied peers. For students of lesser ability who were not confident, and less willing to put themselves out there, the risk of failure becomes too great. One young woman summed this up perfectly:

If I came to class and if we weren't doing something I'm good at then I would stay nervous. I wouldn't really participate and I would just sit there and look and pretend I'm doing something but I'm not (Interview: Sharna: S1).

This was also seen in Etta's comment. The response of one's peers can definitely hinder the idea of giving something a go:

I think sometimes I am put off trying, cause sometimes people laugh at you, tease you and put you down (Interview: Etta: S3).

These behaviours were observed at Schools One and Three more so than at School Two. There were occasional instances of this at School Two, but it was not so common. A possible reason for this is presented later in this section, in that School Two had an entirely different focus for their junior PE programmes. Through both observations and interviews it appears that a student's self-esteem and confidence can impinge on their desire to be involved and contribute to the lesson, particularly when the aim of the lesson was directed towards performance of a physical skill within a group or sporting situation.

5.2.2 BOYS: AS BOTHERSOME OR BROTHERS

All three participant schools were coeducation schools. When discussing some of the aspects of class the young women found challenging to manage, boys were a common theme. There were contrasting views, however, as boys were seen either as

brothers, or a source of trepidation. Girls who were more confident, had no problem telling the boys when they were being silly and not taking their comments personally, or to heart. When the topic of boys came up in the interviews, I often asked the girls how they felt about them in the class. Some of the young women were able to make conclusions about the boys, that they too had an image to uphold and appear 'manly', but also that the boys were not as mature as they were. The following two comments offer some insights into how boys were perceived by some of the girls:

There are some boys that think they are all manly and better than others are but some will share with us (Interview: Grace, Yr. 10: S3).

Sometimes they are just so immature. Apparently, when a man is 43, that's when he is mature (Interview: Avea, Yr.10: S2).

It was clear though that the same girls who felt less confident in general about their skill ability also extended this to dealing with boys in the class. Fear of letting them down was commonly reported. The comment that Sharna makes below highlights her nervousness around playing competitively with the boys. She was more comfortable participating when it was just girls in the class,

I'm all-good playing if we are all separated, girls here and boys here, and when it comes to playing together, I don't like it. Cause like, say we were put into teams and then say it's a competition, I'm afraid of letting them down cause I'm not as good as them [or other girls] (Interview: Sharna, Yr.11: S1)

Evidence from the class observations suggests that teachers were also aware that boys posed a potential problem. At all three schools I witnessed a teacher making a statement to the class along the lines of 'two points when a girl scores and one for a boy', or 'the ball must be passed to three girls in your team before you can score'. One could argue that these statements merely highlight and perpetuate the gender divide, but several young women viewed this in a different light:

The teacher usually mixes up the teams, I like the way she deals with how the boys are. She makes the teams even by saying things like a girl has to score (Interview: Debbie, Yr.10: S2).

Contrasting with the idea that boys are something to be bothered by, or are a potential threat was the notion that boys are our brothers. This was expressed to me early on in the fieldwork, and it became more apparent throughout my time in all three schools:

I like them as brothers; I treat most of them like my little brothers. It's all in my confidence (Interview: Avea, Yr.10: S2).

I have a lot of brothers. They are not blood related but I call them brothers (Interview: Lucy, Yr.11: S1).

I mean they can be silly and stuff. They are boys. But they are like my brothers and I am their sister, that's how I deal with them (Interview: Banni, Yr.10:S3).

As opposed to being intimidated by the boys, some girls mentioned that they enjoyed the increased level of competition that boys brought to the game, seeing this as positive. Moreover, some spoke of feeling frustrated that some of the girls were quite standoffish and liked that the boys brought a new dimension to the interactions that occurred within the sporting context. I did, however, observe at School One, several classes where the boys and girls were separated. This was done in an attempt to mitigate any potential barriers to participation at the beginning of a new unit. There was definitely a different vibe to the class, as articulated in the following quote:

I like it mixed (boys and girls). Sometimes it gets boring with just girls because they do nothing sometimes. I like the boy's enthusiasm, but kind boys, not boys who hog the ball (Interview: Melissa, Yr.10: S1).

No, I like playing with the boys. I'm alright with them. I have more confidence than other girls do however (Interview: Lily, Yr.10: S1).

Boys sometimes shared the frustration that some girls felt towards other girls sitting out in class. During a lesson at School One, I overheard a boy address a group of young Pacific women, who were standing around:

You should be participating, waste of time you even getting changed
(Observation: Male, Yr.10: S1).

The contrasting view on boys in the classroom is an important finding in this research. On one hand, a group of young women, generally those with lower levels of confidence, find the boys intimidating and a potential issue, while another set of girls view the boys as their brothers and treat them accordingly. These young women are more than comfortable telling them off and pulling them ‘into line’ when they deemed it necessary.

5.2.3 SHIFTING THE CURRICULUM FOCUS AND CHANGING THE DELIVERY STYLE OF LESSONS

As noted in the introduction to this thesis, PE has been inclined to focus on the technical aspects of sport such as sport specific skill acquisition. This tended to be the focus of Schools One and Three; however, School Two placed a greater emphasis on broader development of the student, thus incorporating more of the strands within the PE Curriculum. There was also a notable difference in the approach the young women in School Two took in actively participating and looking to lead others. The teaching of a skill was still a learning focus at School Two, however, that skill was a non-sport based skill such as leadership, social responsibility and interpersonal skills. These types of skills were taught through the medium of sport and physical activity. In this space, Pacific Island girls felt confident and as a result, they sought leadership roles and appeared to flourish in those roles. The focus was at no point on physical skills, nor was there an emphasis on the ability to perform physical skills. This allowed students to focus on self-improvement through the medium of physical activity. The following is a segment from the interview with Sally, the HOD of School Two, explaining her department’s PE programme and the benefits she believes it affords students.

Sally's Story:

I think it (PE) can be really empowering. With the units¹ and the type of units we do here, we don't do units of sports; we do units around a skill base, like social responsibility, and we find that girls do better than the boys do. And with the leadership as well, we do it from Year 9 and 10 in groups but we do find that actually our girls, our Pacific Island girls are the ones who are leading the way more so than our European, Indian or Asian girls. Being in a co-ed class there are some overpowering personalities that sometimes can minimise the girls contribution but actually quite often 'they' are the ones that will stand up to the boys and tell them off. They are quite strong on their leadership from what we've seen. I think the interpersonal skills and the social responsibility, the leadership, and the specific teaching around those key skills through a context of, we try not to do sports, through a context of physical activity really is quite empowering for them. And we have seen some really good successes from that. We assess them based on those skills as opposed to physical skills. We do one unit at the end of year 10 which is like a mock of the achievement standard in Year 11 so it's a performance standard on a sport that the kids will negotiate with the learning leader. Otherwise, it's very much skill based around a core set of skills as opposed to physical skills, that's why I feel it's really empowering here. We don't do small ball, big ball, striking units, nope that's not us.

We tried to align year 9, 10 & 11, just to try to get them used to it. And so they are doing it through a range of contexts again, so its anatomy, biomechanics knowledge and they've done a bit of socio-cultural last term but this is the big term for that. There aren't any times where the individual is in the spotlight, not really. And so the culture within the class, because we start with interpersonal skills and social responsibility, like that's the big focus, so it's taking away that bullying, those put downs. It is a huge focus from the very beginning. We try to allow the kids to have a lot of student voice in the context that we choose, so as HOD I don't stipulate that at Year 11 you must do this sport, the team has a lot of say and I leave it to them to co-construct with their learners because the classes are all different. We try to have a lot of student voice and co-construction in the contexts that they use and it's the same with Health Education as well (Interview: Sally, HOD: S2).

Certainly, both my observations and interviews would reflect Sally's description of what PE is like for young Pacific Island women at her school. This is particularly interesting because at School Two, young Pasifika women were a minority; occasionally classes would have two to three girls who identified as Pacific Islanders in them. Through this teaching focus, these young women had the confidence to lead small groups of their peers across cultural lines, students who were not from their culture and perhaps did not hold the same values as they might. Several young women commented on how these non-physical skills helped them in their daily lives and how transferable the skills were to home life and sport. Many enjoyed leadership opportunities and did indeed appear to flourish in these roles, as seen in the following quote:

I like how we get taught non-physical skills, it really helps me. It helps me in my life. I have used leadership skills in my life, I was chosen to be captain and I knew how to include everyone and be supportive and encouraging. I have used it outside of sport too. When we were assessed for our practical, I was the only one who got excellence. It was about leadership, I felt good about myself
(Interview: Tai, Yr.10: S2).

Through personal empowerment, the young women developed their leadership, communication and interpersonal skills within the social space of PE, students were able to better interact and support their peers through their classroom experiences.

5.2.4 SOCIAL PROCESSES

In the collective space of the classroom empowerment and disempowerment occurs because of social processes and dynamics. Several sub-themes emerged from the findings to support this. These were group forming and subsequent offers of support, looking to and being influenced by friends, opportunities to be leaders or looking to a leader, and safety in numbers. Each sub-theme is discussed sequentially in this section, with respect to both disempowering and empowering elements.

Group forming; subsequent offers of support

Several students identified group forming as particularly problematic:

The teacher often says get into your own group, must be three girls, so all the boys are already sitting down in their groups and us girls are just sitting there and like looking and like, where do we go? And some boys will be like come here, come here, and some boys will get angry about the leftovers (Interview Amanda, Yr.10: S1).

Much anxiety occurs for the less confident student in a co-ed situation when the teacher says; 'get into groups' even when the parameters are set. Less able, or unconfident students, are aware that others can judge them when they join their group, and they feel viewed as either wanted, or unwanted 'leftovers'. Data from the observations completed as part of this research indicates that this does occur. Often when instructions like these were given the students who had close friendship ties ran straight to their friends, the girls who were friends with boys would happily combine, but those students who were shy and perhaps did not have friendships with boys, were often left standing when everyone else had sat down with their group. Sometimes the 'leftovers' would join a group, but other times the teacher would assign the last few standing ones to a group that was short of the required number. As mentioned, this left them with a sense of feeling as if they were not, for whatever reason, wanted by their peers. It often put the non-confident students in full view of the class, as they were also the last ones standing.

In each class, inevitably at least one young woman was astute concerning other females. These girls often volunteered themselves to work with another girl who had not been selected for a group, or they demonstrated support for their classmate when another pupil had teased them. These young women constantly put themselves out there for the betterment of their female peers, even when they did not know the student they sought to assist well. In speaking about being empathic and supportive of one's peers regardless of the relationship, Avea stated:

I am happy when others are happy. Cause if I'm enjoying myself and they're not then I don't like it (Interview: Avea, Yr.10: S2).

I'm confident practicing skills because I'm good at helping others. There are problems when people are left out when getting into groups. That's when I leave my group to go into their group or I tell people you go over here or bring them into your groups (Interview: Lily, Yr.10: S1).

The level of support that classmates extended to others was very much class dependent. While there was typically at least one young woman in each class who looked out for the welfare of her fellow females, the extent to which others in class displayed some level of concern was varied. At School Two, I observed two very different Year 10 classes. In one class was Avea, a young woman who has frequently been quoted throughout this chapter. As mentioned earlier in the chapter, Avea told me how her class this year was 'more supportive' than her class last year. I also observed this to be so. The class shared in each other's successes, they aided each other when needed, and they worked collaboratively as a group to achieve a common goal. This was in contrast to another class with a different teacher that I observed at the same school, which was almost polar opposite. They did not work collectively, in fact only one or two pupils worked to achieve the goal, while the others did not participate. I commonly heard put downs by both boys and girls regarding how others looked or appeared while engaging in the physical task. It was quite remarkable such opposing classroom atmospheres. In the second class I outlined, young Pacific women did not appear to be as adversely affected as the New Zealand European or Asian girls were. Conversely, none of the Pacific girls appeared to have issues surrounding body size. This may have been a different story if they were overweight. Indeed, Avea outlined that her participation levels were affected when she was in Year 9 as she experienced teasing because of her size, stating that she felt that this class was more judgemental.

Looking to and being influenced by friends

During interviews, students identified their friends as being crucially important in the PE classroom. The extent to which friends influenced them was very much dependent on the individual. Some students remarked that their friendships were an important positive influence on them because when they felt down, or when their peer felt down, they supported one another and encouraged them to participate. These same students also stated that should their friend still not want to participate after they had encouraged them to, then they would consider that they had tried their best and they would return to the class activity.

Some of the young women also identified their friends to be a negative influence on them within class. In such instances, their friends would dissuade them from participating or joining in, so they would remain on the side-line in a small group. Hence, they would forge each other's notes to get out of that lesson. In some cases, in a peer group of three or four, if one did not want to participate for whatever reason, her peers would sit out with her, perhaps reflecting a belief in the adage of 'safety in numbers' (this is further discussed in more detail). In these situations, the level of influence held by friends was therefore vast.

These varying levels of influence were observed in a diversity of ways at each of the three schools. Examples of both negative and positive influence, as discussed above, were observed at School One. Focusing on the positive nature of peer pressure, I observed conversations in Year 10 and 11 classes whereby friends would actually encourage a young woman who did not feel like participating and she would relinquish and participate. Not so positively, I also observed groups of young women citing a range of ailments to the classroom teacher because one of their friends did not want to be involved.

At School Two, both positive and negative influences were also observed. In contrast, however the negative peer influences was seen more frequently amongst Māori young women as opposed to Pasifika. While in School Three, both positive and negative influences were observed, with one group of unwilling participants

succeeding in sitting out for the majority of my observations, though I did witness the occasional burst of enthusiastic compliance during a volleyball game.

One young woman, Etta, also felt this sitting out to be problematic to the class milieu because when I asked her to describe times when she enjoyed PE class the most she said:

When we all participate and we are all involved (Interview: Etta, Yr.10: S3).

Another key theme relating to social empowerment in the PE classroom was the willingness some girls displayed in leading others. This connects with the point made earlier regarding moving beyond solely teaching technical sport skills.

Looking to be leaders

Knowing²² classmates was something that Pacific Island women stated was an important factor in their ability to contribute better with the class and, in particular, to the development of their leadership abilities. This very much builds on the sub-theme above, where offers of support and looking to and being influenced by others is, is also about knowing peers, and building relationships. The importance of building trusting, comfortable relationships is thus fundamental.

I am only really confident around people I am really comfortable with. People I think wont judge me (Interview: Avea, Yr.10: S2).

Students commented that as the year went on, and they 'got to know' their classmates better, they felt more at ease around them, and this made them more comfortable and more confident and willing to lead small groups. Students would typically engage in leading small group activities, such as leading peers through a particular task like a warm up or giving guidance and direction to others when problem solving a particular task. Students were encouraged to develop leadership skills during either a specific unit of work, or in the class, that is, running a warm up

²² Knowing or 'getting to know classmates' refers to the process of a student learning about another student's personality, beliefs and views. It involves moving beyond merely knowing the name of another student in their class to understanding more about who they are as a person.

for a group in a one-off lesson. Quite a number commented that if they knew their classmates and it was a small group, as opposed to the whole class, they enjoyed leading others.

Students rarely showed class-wide leadership however, again due to fear of having an audience and being on show. The following quotes show the just-mentioned desire to lead others, as well as the girls needing to know the people in their class:

I like taking a leadership role (Interview: Debbie, Yr.10: S2).

I'm confident leading a small group or team but not the whole class. And also if we combine with another class then I'm not comfortable with them because I don't know them (Interview: Arleen, Yr10: S3).

I wouldn't be comfortable telling people what to do [how to do something] I mean the whole class. (Interview: Tai, Yr.10: S2).

Safety in numbers

This idea of safety in numbers builds on the idea above, that while some girls were happy to engage in leading small groups, just not the whole class, others were clear they could never be leaders, with students stated that they did not enjoy performing a task individually. Indeed many young women said they would not be comfortable performing individually (as one might have to if demonstrating a task) in front of the class under almost any circumstance:

If I was to give an example, like to demonstrate something. So standing up in front of everyone, I don't feel comfortable doing it [so I wouldn't] (Interview: Lily, Yr10: S1).

If I demonstrated a physical skill, I wouldn't be comfortable doing that (Interview: Tai, Yr.10: S2).

Thus, many students feel safer in a group situation. Students preferred to be in a self-selected group to complete a performance or task, notwithstanding the issues of being told to get into groups.

Along with a desire to not have everyone see her perform, is also the desire to not have others know when she is unsure of her classwork. This was reflected on by staff during interviews, and they speak to this in the following observations:

The one thing I will say that I notice a trend with is that if they don't understand they won't ask, it won't be until you actually draw it out of them, one on one that you find out they didn't understand. They are reluctant to ask and a bit reluctant to challenge, which we try to encourage. It's hard because they'll be getting that message from home and we're trying to tell them to do something different like ask (Interview: Sally, HOD: S2).

There's also a level of cultural pride that shows itself in that when there is an issue, our female students will close up, they won't talk about it. So sometimes, you don't even know, it's really hard to work out whether or not they are understanding things or whether or not they want to be doing more (Interview: Maria, HOD: S3).

The fear of having an audience also extends to reasons why participation in team sports seems to be greater than involvement in individual sports. This is explored later on in the chapter when discussing the findings for Research Question Two. The value of respect and the empowering nature of it within PE are discussed below.

5.2.5 FA'AALOALO

A core value within the Samoan culture is that fa'aaloalo or respect. While the focus of this study is on Pacific Island young women, the majority of interviewees were Samoan and it is therefore important to include insight into Samoan cultural values. The intention here is not to diminish the other cultures represented in this

study, but to provide more specific background information to the main culture represented.

Aiga (family) is vitally important to Samoans. Within the family, giving and receiving tautua (service), fa'aaloalo (respect) and alofa (love) are crucial in Samoan social relations (Misatauveve, 2012., para. 5). Young people are expected to serve and show respect to elders and receive affirmation, protection and honour from the family for doing so (Misatauveve, 2012). Many young Pacific Islanders have difficulty accepting the need to demonstrate tautua, and to show fa'aaloalo, and the unquestioning obedience required of children, but as they grow and become parents themselves, they appreciate these concepts because they are on the receiving end (Misatauveve, 2012., para. 5). The service of the child to parents is discussed later in the chapter as this is of particular importance when looking at students' involvement in co-curricular sport and physical activity, as duty to the family can hinder one's ability to participate in after school activities. For now, the concept of respect is discussed with regard to the empowerment process within the classroom.

Several young women spoke about the concept of respect with regard to their classroom experiences. Several girls mentioned that from a cultural perspective, the lack of respect shown in the classroom was of concern to them, and they had observed that other students were disempowered through disrespectful encounters from others in the class:

From a cultural point of view, it is mostly just the lack of respect that I don't like. I don't like how if someone doesn't make a try or doesn't get the ball for volleyball, they always put that person down and that's not good, that puts me off really bad. So, I like to encourage kids who aren't as good to just make them happy and they are more likely to make a try. They won't want to continue and won't improve. Both boys and girls do it. I want them to feel like we are all from one family because we are from one school, we're from one class and one culture and we should give them respect. We shouldn't try to do something to make them feel stink (Interview: Lucy, Yr.11: S1).

This perceived lack of respect within the classroom amongst peers also extended to an occasional display of disrespect to teachers as well. At School Three, a young woman commented on the lack of respect shown to her teacher, who, through a series of unforeseen events, was their third teacher for the year,

Our first PE class with Mr S., two girls who weren't in our class came into our class and Mr. didn't know. Everyone was being noisy and disrespectful. Because he was new, they thought they could get away with it, I really didn't like it (Interview: Arleen, Yr.10: S3).

Culturally, the showing of respect is central to interactions with others and highly revered. The displaying of respect is given to parents and elders, including teachers, and to peers as well. For some students, the lack of respect shown was a barrier to participation both for them and for those they viewed to be on the receiving end of their classmates' disrespect.

In summary, the empowering and disempowering aspects of the PE classroom, have been presented as reported by students and staff. Students are acutely aware that their bodies and skills are on show, and they feel judged by others, and seem to also judge themselves. There are perceived differences between themselves and more physically able and talented students, specifically boys, who are seen as either bothersome, or brothers. A shift away from a focus of skill acquisition has been an empowering step for young Pacific women, with students reporting greater levels of confidence, trust, and a willingness to take risks such as putting themselves out to lead. From a cultural perspective, the showing and giving of respect with the PE classroom, is important to these young women.

5.3 RESEARCH QUESTION TWO

What impact does the empowerment or disempowerment process within the Physical Education classroom have on student's involvement in co-curricular sport and/or physical and community activity outside of school?

5.3.1 THE CLASSROOM EXPERIENCE AND CO-CURRICULAR INVOLVEMENT

Trusting relationships

Regardless of whether they excel or not at sport and with physical activity, a student who reports feeling positive about their experiences within the PE classroom setting, is more likely to be involved in co-curricular sport and activities. While my findings show this to be partially true, the issue is in fact much more complex than this. With respect to answering the second research question, the issue of having relationships, which are trusting, was also pivotal:

I think relationships are the key for our kids and for us too. If they know you are backing them they will do anything to try. Relationships are the key, if they don't connect with you because you don't bother to connect with them then that's a barrier but for us [relationships are] a huge enabler because we get to know our students (Interview: Sally, HOD: S2).

The above quote lies at the heart of what many teachers reflected on when they were asked about how to encourage their students into co-curricular sport. Teachers who got to know their students were in a better position to encourage them. Teachers recognised that they were in a much better position to encourage and motivate Pasifika women if they had a good relationship with them. Several of the sports co-ordinators also commented that it was 'not unusual' for students to follow a particular teacher to a code or to join a code because of that teacher:

It's not uncommon for a particular sport to become popular because the students like the teacher who is taking it or they have a good relationship with that teacher and that teacher is supportive. On the flip side, I have seen sports

die off because a staff member leaves or the students will follow them to a different code, it's really interesting (Interview: Lauren, SC: S3).

Students appear to thrive on those positive adult interactions and are willing to change codes in order to maintain that relationship connection and positive influence in their lives. For some students, that connection outweighs the desire to play a particular sport. The sporting code is secondary to the need to have a supportive, affirmative role model.

Collective and social spaces as empowering

It became evident from early in the fieldwork that Pacific Island students, in general, do not gravitate towards individual sports. During an interview with the Deputy Principal at School One, who identifies as a Pacific Islander, she reported to me her daughter's thoughts on individual achievement:

My younger one was so into gymnastics but one particular time she said to me oh I don't want to be a part of an individual sport because if it's good it's just me and you who celebrate, whereas if it's a team sport everyone enjoys each other's company and celebrates achievements together (Interview: Mara, DP: S1).

Further to this, all three sports coordinators mentioned the desire demonstrated by Pacific Island girls towards team sports:

[When they have to do individual activities] They sort of shut down and don't want to participate because they feel like everyone is watching them (Interview: Tara, SC: S1).

They are much more involved in team sports. But if you look at the culture, it's very social. They are always getting together and having picnics in summer and playing team games like volleyball or cricket (Interview: Sharon, SC: S2).

We don't offer many individual sports options, probably because we just don't get a big up-take in it, volleyball is huge and they may have grown up in the Islands or here but they just know it (Interview: Laura, SC: S3).

The positive social space of classroom is what many students state they enjoy, their friends contribute to this and they often move with them to play a particular sport. It is interesting to note that the urge to be part of a collective group is strong, both on the individual level and from a cultural perspective, with many preferring the social space of church provided sports or activities. Sport and physical activity within the church space and social/cultural gatherings, is where many team sports are being played.

While Research Question One looked to unpack experiences within the PE classroom in terms of empowerment, and then Research Question Two looked specifically at what this then meant for involvement in co-curricular sport, there were additional factors at play beyond the classroom experience, which influenced involvement in co-curricular sport. These were the aiga (family).

5.3.2 ADDITIONAL FACTORS AT PLAY

Aiga (family)

For many Pacific Islanders family is at the very core of everyday life. Families have significant influence on whether young people participate in sport or physical activity. The family is central in the decision making process in terms of their children, no matter what the age. With reference to involvement in co-curricular sport, if the family of the young woman does not value sport, or involvement in sport, then that girl will be unlikely to play sport outside of school. This was often mentioned by both students and staff. Girls recognised that if their parents did not value the importance of sport, as a result they would not be involved in co-curricular sport. Some students mentioned that their parents wanted them to focus on gaining a good education and, perhaps as a result, the importance of a balanced lifestyle was overlooked.

It is essential to note here that for some parents, it may simply not be possible to have their children participate in sport. Some parents work multiple jobs, have numerous children and may not be able to afford to purchase any of the relevant gear that comes with the sport, such as shin guards for instance. The logistics of having their daughter get to and from events is also difficult to work out, or there may be a fear that she might become involved in objectionable behaviours. For parents whose daughters did participate in sport, they often set strong parameters for their daughters. One young woman offered a cultural point of view about this:

From a Samoan perspective, some of our parents are really strict with us girls coming home and unless they get a letter confirming the dates we won't be able to stay. My mum doesn't want us to come home later than 5:30 but sometimes we have to stay and help pack up and sometimes because we walk, she doesn't want us walking home at night in the dark (Interview: Arleen, Yr.10: S3).

Alternatively, family could also be very encouraging. When I asked the participants if they could name someone who had been a positive significant sporting influence in their lives, most young women said either mum or dad or both their parents. This was significant, as it appeared as though parental influence was a greater indicator of participation within community-based physical activity as opposed to school. The following statements attest to this:

My parents are my biggest influence. My mum and my dad they swim, they play, they have encouraged me to do sports. Even my little sister enjoys sports, we all do because my dad is like... you will be healthier and live longer, be healthier and not be overweight and we don't want to get ill (Interview: Lucy, Yr.11: S1).

My parents influence me. My family is really sporty (Interview: Tara, Yr.10: S3).

My dad does [encourage me] he is really physical. He tells me that if we are physical our brain will work better. He encourages us to play. Everyone in my family is active (Interview: Tai, Yr.10: S2).

Hence the role parents play in encouraging their children to be active, should not be overlooked.

Tautua (Service)

Part of Pacific Island culture and, in particular, Samoan culture, is that of tautua, or service to one's family. Service can include chores like doing the dishes, cleaning, and minding other siblings. It is fundamental in a young Pacific Islander's life, and many students felt a sense of duty to their families with respect to this. Staff and the young women mentioned that this sense of duty was paramount, and often surpassed school commitments. For some girls, this was an obstacle to sporting involvement, particularly extra-curricular activities outside of school hours. Schools were accommodating towards students who had home requirements, and they recognised that they took priority. More often than not, the sports staff would try to reach an arrangement with the families to allow their daughter to participate in an event or activity:

They are lovely; they seem to have a lot of responsibility and a lot of pressure. It's not like my kids, oh, here is your sport we'll take you there, oh, here's some money. They seem to have a lot of church and extra-curricular stuff to do or they have a lot of responsibilities at home (Interview: Sharon, SC: S2).

Hence, service is an important part of a Pacific Island child's life and the schools in this study respected that and sought to work with families to achieve a positive outcome for the young women in relation to sport.

Cost

Another factor that was highlighted as limiting student involvement in certain sports, and rationale for why students did not continue with sport post school, is that of cost. Two of the schools I conducted field research at, charged only \$10 for sports fees. The rest was subsidised by the sports budget, or another budget at the school. At School One, they provided the uniform for the students as well; all students needed was relevant safety gear like a mouth guard. The schools heavily subsidised the sports

to allow for a greater uptake of students into co-curricular sports. They recognised cost to be a barrier to participation and decided to remove the barrier by providing sports fees at a significantly cheaper rate. In a couple of instances, staff expressed concerns that because it was so cheap for them at school, the students did not have much knowledge of the actual cost involved in participating in club sports, and they believe this was a contributor to the significant drop off in involvement after the girls leave school.

Safety concerns

Safety was identified as a barrier to participation in co-curricular sport. Staff are aware that students do not attend practices sometimes because of concerns surrounding young women walking home alone in the dark. As a school policy, if they are unable to attend practices, they are then unable to play in the match game. If the match game is held mid-week, meaning it will occur later in the afternoon/early evening, some students are also unable to attend. As mentioned earlier, parents often work late or irregular hours, sometimes even two jobs, and are unable to drop off or pick up their daughters from practice, or later match games. Some parents may not be able to afford the cost of travel to games.

The sports coordinator at School Two describes the challenge she and other staff sometimes face at the end of games or practices:

After volleyball it's dark and you say to a girl how are you getting home? And they say oh I'm just going to walk, and then a parent who has a full car is about to leave and you have to ram another one in. It is better than having them walk home alone (Interview: Sharon, SC: S2).

Sharon makes the decision to overcrowd a car rather than have a young woman walk home alone at night. She told me that some students have to walk quite far to get from game venues to home and through neighbourhoods that have high crime rates. 'It is simply not safe', she stated, and she would rather know where they are, and how they are getting home, than to risk otherwise. One could assume the adult

driving the car also felt the same way by allowing the child into their vehicle, despite the fact they were breaking the law with overcrowding.

Broader issues

Broader issues that affected involvement in sport were also evidenced. At School Three, it was clear that students came from varied levels of disadvantage and poverty. As a decile one school, with the majority of students attending from the lowest socio-economic group, it was evident that some of the students faced significant hardships. That is not to say that this was not the case at the other two schools, it is merely that it was more evident at School Three. Through my interviews with the staff at these schools, I became aware that some of the girls were dealing with complex, and sometimes disturbing issues at home. School was a time where outside agencies scheduled meetings with students. Deans offered a lot of emotional support to these young women. It is here I argue that in the face of such adversity, participating in co-curricular sport would be difficult for this specific group of women.

The impact that classroom processes have on a young woman's involvement in co-curricular sport only extends so far. Additional factors, such as service and cost, can affect a Pacific Island girl's involvement in physical activity. The degree of participation in cultural and church events was directly related to the level of importance that family placed on such activities.

5.4 RESEARCH QUESTION THREE

How can schools make changes to Physical Education Curriculum delivery in order to be more empowering for young Pacific Women?

5.4.1 VALUE THE SUBJECT

Through both formal and informal discussions with staff in each of the schools, it was clear that PE as a subject was not viewed with the same regard as other subjects. PE teachers and HODs often had to go 'into bat' for their subject:

It's terrible, I've had big discussions with the careers department and the kids keep coming over and saying I can't take PE anymore it's not a university subject so I got angry. Actually, health is as academic as English because you have to display higher-level critical thinking skills and apply these (Interview: Sally, HOD: S2).

While each school faced a different set of problems there was a similar mantra surrounding the lack of value for PE. Phrases such as: 'we do not have a classroom set aside for us', 'we have to travel around the school to use a spare room', 'we have only one gym and eight teachers', 'our PE time in the class is being cut', or 'they use PE to run outside tests or questionnaires'. These comments are ones that I am familiar with from my own teaching experience, and the research is also in agreement, suggesting that within New Zealand schools PE is not highly valued (Fitzpatrick, 2011c). While PE teachers are typically passionate about their subject area, and know the benefits that a good PE programme affords, this level of knowledge is not necessarily shared with other members of the school team. Thus, it was a common occurrence to see evidence of PE not being as valued in schools as much as it could be. While it might seem easy for the school to pick the PE time slot for extra activities that need scheduling, or to take an hour from the PE time slots if the timetable is too tight, the assumptions underpinning this is that students are probably active outside of school.

Moreover, there is also a misconception on the part of parents regarding the subject as well. Several times, students who had not pursued the subject at the senior school, mentioned that their parents did not want them to take it because if they were not going to be a top-level athlete, or if they did not need the subject for their career path, then they did not view it as important. These parents would have been educated under an older curriculum or may simply equate PE to sport. They may not fully understand the academic nature of the subject either:

I think a lot of parents think PE is just sport or playing, that there isn't anything academic about it (Interview: Nicole, teacher & Dean: S1).

At the senior school a lot of girls go towards the sciences, like biology rather than health because there is a perception and it comes from home too, that PE and Health are not academic (Interview: Mary, HOD: S3).

PE staff were aware that these outdated views of the subject exist both at school and in the community. On reflection, I did not ask what the staff did to try to combat these views, although you could conclude from the tone of Sally's statement that regular discussions took place with other members of staff. Whether that also extends to parents as well cannot be determined.

5.4.2 ENSURE THE CREATION OF A SAFE AND NURTURING SPACE

The importance of creating a safe and nurturing space to teach is fundamental. For Pasifika girls, the importance of a teacher or elder to help guide them, was particularly significant. When I asked teachers what was the biggest enabler for involvement, they all said 'getting to know the student and fostering a relationship with them, whereby they can encourage and guide the student through their school and through sporting involvement:

I think that we provide a safe environment for our kids. I think our kids enjoy engaging with our PE staff. From a Deaning perspective, I know some really bad situations that these kids come out of, this school is their sanctuary, and they come here because they want safety and I think that's what the PE department here is about (Interview: Shaun, teacher & Dean: S3).

Shaun taught at School Three, which is a decile one school, which means that his school had the highest percentage of students from low socio-economic communities attending. Similar comments to this one were also mentioned by other PE staff from School Three, both in interviews and during observations. In one informal conversation, a member of the PE staff highlighted that he was aware that his job was challenging, and many people wonder why he chose to work at a decile 1 school. In his mind, however, he believed he has the opportunity to foster change with his students, to make a meaningful difference in their lives.

A few Year 11 girls commented that they appreciated the level of care and encouragement that was extended to them via PE. At Year 11, these NCEA level one PE students appreciated the care that was taken by the teaching staff to help them with their studies. One young woman at School Two made the following comment:

I like it here how the PE staff actually gets to know you. And when they encourage you, they actually mean it, they aren't just saying it for the sake of it or whatever, and they actually want you to do well (Interview: Gloria, Yr.11: S2).

The importance of creating a safe space also extends to the classroom climate and not allowing a space where students can put others down. This can sometimes be difficult for the teacher to monitor at all times but it is highly important, as noted earlier in the chapter, students stated that they feel disempowered when this occurs. In order for social empowerment to occur, the teacher needs to facilitate a highly group-orientated environment, one based on teamwork, support, compassion and positive regard.

5.4.3 STUDENT INSIGHT

When students were asked what they would change about class if they could to make it better, their answers were varied. While some ideas are clearly not feasible, each student seemed to consider the question carefully before responding. Some of the ideas students mentioned has been discussed already in the chapter, for example group forming, but there were other points raised regarding aspects they found disempowering, and it is important to include this here in order to value the opinions of these young women, who too often are listened to, but not heard. The following quotes show the varied responses to the question: what changes would you make?

I don't think I want to change anything. I like how it is; I like how it is balanced out between theory and practical. In year 9 - try to get kids out of the shell a bit more (Interview: Marne Yr11: S2).

Have the girls dominate and have them involved a bit more so we can all have fun. If the girls aren't doing anything then it's just boring (Interview: Tai Yr10: S2).

PE uniform, having everyone come in their PE gear and participate (Interview: Arleen, Yr10: S3).

That everyone isn't naughty so we can play more (Interview: Etta, Yr10: S3).

I'd separate the boys from the girls (Interview: Amanda, Yr10: S1).

To change classes, like put a different class on sometimes. How it's just us sometimes and if we could switch classes then we could combine with other students in the school. For a bit of change (Interview: Lily, Yr10: S1).

It was interesting to note that students rarely mentioned teachers in their interviews in a negative way. In commencing this study, I had some potential concerns that students may cite the teacher as the reason they disliked the subject. This, in fact, never happened. Only once was a teacher mentioned in a negative light, it was not one specific teacher but rather a more generalised statement saying 'teachers', in reference to teachers expecting students to change for class. The majority of students who mentioned teachers in a positive way all did so with an expression of gratitude. They appreciated that staff had assisted them, by encouraging them to be engaged in sport and PE, and for encouraging their learning by providing a positive adult role model was also the way PE teachers were viewed.

5.5 REFLECTIONS FROM A PAST STUDENT

My time at School Three happened to coincide with the visit of two former pupils who were on placement as part of their Sport and Recreation programme at University. Joni and Kate had been Year 13 students at School Three the year prior, and were actively involved in sport at school and avid physical education students.

Even though I interviewed them both together, Kate's story came through most clearly and I have decided to include it here. She was able to look back on her time at school and provided reflective insight for this study.

Kate's Story

I wasn't sporty, but the teachers were awesome and as I got older, I became more interested in it. I took it in Yr11 because I didn't want to do any other subjects. At Yr11 I realised there was more to PE than just sports. You become close to your classmates through teamwork.

For me when I came to PE it was a nice break. It was the teachers really, other subject teachers didn't like me but when I came to PE, they did. Some of the barriers to participating were confidence, feeling insecure about my body. This PE department influenced me; they had hope and belief in me. Self-belief can be limiting, all they [students] need is someone to guide them along. Pacific Island students relate better to an adult who has tried to understand them.

With sport, you feel like you've found your place, like you've found your purpose. Then you feel like I got to go to school so I can go to the games. I played a lot of sport in my senior years but now I don't. Sports fees at this school are only \$10 but for a club its \$110 or more, no parents are going to pay that once they've left high school. And if you aren't good why would I pay this much to do it [sport] when I'm not that good.

In the community I think if sports were made more publically aware and promoted, it would get more females. In our area, we get heaps of ads for men's sports but none for women. I think Pacific Island women are drowned in messages about health and physical activity because we are the biggest percentage of obese people. All the images out there online and stuff are all of good-looking women who look physically good, there aren't many Pacific Island women represented. If I could give a message to the young women it would be don't hold back and try something new. You might discover something new about yourself. You won't know unless you try, and not just one try, give it a real go (interview: Kate, KI).

It is good practice in schools to seek student voice to inform practice. Certainly, departments can do this with regard to discovering which aspects of their department procedures are potentially problematic. However, some of what I have suggested here would require a large shift in perception throughout Secondary Schools regarding the importance of PE and the value placed upon it. Such a reflection is most likely long overdue and perhaps needed as the world enters into an increasingly digital and disconnected age.

5.6 CONCLUSION

This chapter presents the findings from fieldwork with the aim of identifying the aspects of the PE classroom experience that the young women find empowering and disempowering. The stories of the young women and key informants are interwoven into the findings to tell a richer story and to give a voice to this group of often-marginalised young women. The findings are presented in such a way as to answer each research question in turn. Research Question One examines which aspects of the classroom experience are empowering. Indeed, many of the identified themes such as friendships and boys could be considered as either empowering or disempowering, and it depended very much in the context under which the determinant was operating as to whether or not it was perceived by the student to be empowering or disempowering. The findings indicate, however, that the social space of the classroom is a vital component to ensure that empowerment can occur.

Research Question Two explored what impact the classroom experience has on a young woman's involvement in co-curricular sport. Again, several key themes emerged, for example, family and cost, as staff and students presented an array of possibilities that limited student involvement, including both school and home based barriers. Thirdly, Research Question Three sought to identify what changes could be made to curriculum delivery in order for a more empowering experience to occur for young Pacific women. Valuing the subject and creating safe and nurturing spaces were identified as being of highest importance. Additionally, a range of student's

perspectives were given regarding what they perceived could be changed in class. Lastly, Kate's story was told. Kate is a young woman who is one year out of Secondary School and was able to give her insight into how she found her time in PE as well as giving some advice to other young Pacific women, that being to give it a go.

The findings reveal that the PE classroom is a complex social space. A student's confidence level was an indicator of how well they dealt with adversities in the class. Those students who were not confident, often found a number of potential issues limiting, such as boys, an unfamiliar game, and performance anxiety. At School Two, students were taught and assessed through their use of non-physical skills, such as leadership and communication. In this space, the young women enjoyed taking on leadership roles, and appeared actively engaged and contributed to the lesson. Perhaps one of the most significant revelations from the findings, was that home life and the family situation had more of a bearing on the girl's involvement in co-curricular sport, than their classroom experiences. While there were aspects of the classroom experience that did affect student's decision to become involved in after school sport, additional factors were more persuasive. Home expectations or service, family influence, cost and safety factors all played a part in the decision to be involved in co-curricular sport. This is a noteworthy finding, as the research would suggest that for females, in general, the largest impact on girl's involvement in co-curricular sport and physical activity is a result of occurrences in the PE classroom. It is also clear that this group of young women can face significant hardship and the value of a positive adult role model should be recognised as an important guidance factor in these young women's lives.

CHAPTER SIX: EMPOWERING YOUNG PACIFIC WOMEN THROUGH THEIR EXPERIENCES IN PHYSICAL EDUCATION

6.1 INTRODUCTION

Feminist research principles are situated in time and place, and acknowledge that dominant ways of knowing may disadvantage women. Based on these principles, the present study seeks to tell the story of young Pacific Island women through their experiences in the PE classroom. Furthermore, it aims to examine the empowerment, or disempowerment processes that influence a young woman's involvement in co-curricular sport and community activities. In this chapter, the findings presented in Chapter Five and the literature from Chapters Two and Three, are woven together to provide insight, links will be made with the literature surrounding sport and PE for development, as well as the theoretical framework of empowerment.

Schools have the ability to empower young women with regard to physical activity, and for students to learn more about their bodies, their abilities and social skills. This is particularly clear in the first section of Chapter Five. Young women who were already confident and active prior to attending school, benefited greatly from the new knowledge of their bodies provided in the PE class. This was best observed at School Two, where students were taught fundamental theory-based knowledge through their experiences in Junior PE. At the other two schools, students had some knowledge regarding how their bodies functioned and the benefits of physical activity

to the total self, some of which was cited as coming from parents' knowledge. However, PE can also be disempowering, particularly when emphasis is placed on the body and one's ability. The following sections of this chapter explore the way in which PE can be empowering, or disempowering *with reference to the theoretical framework discussed in Chapter Three*. The theoretical framework is outlined below.

6.2.1 THE EMPOWERMENT FRAMEWORK IN ACTION

6.2.1 INDICATORS ONE AND TWO

Two of the four indicators focused on the idea of individual empowerment, these are 1) the individual, self-esteem, confidence and agency, and 2) engagement. Descriptors for the indicators individual, and engagement highlight examples of what empowerment might look like as the young woman develops personal identity, capacity and belief in herself through successes in classroom tasks (see Rowlands, 1995, who speaks about this process generally).

As mentioned in the literature review, central to empowerment is the notion of agency. Agency, according to Sen (1999), agency refers to an individual's ability to shape their environment. Furthermore, Kabeer (1999) suggested that agency, involves not only decision-making, but bargaining and negotiating, deception and manipulation, and subversion and resistance. In the case of the young women in junior PE classes, agency was observed both in a positive sense, as well as potentially negative. These young women were able to shape their environment to some degree. Opportunities arose from time to time to pick a partner to work with, or select a group of friends as teammates. Additionally, girls were able to express to teachers which activities they saw as being most enjoyable, and the teacher endeavoured to use that particular warm up activity or sport as often as would allow. The young women would also negotiate with their peers with respect to classroom tasks or activities.

In accordance with the definition of agency used here, there were other times where girls exercised agency in a way that could potentially be negative. As mentioned in the findings, the minority of young women who disliked, or did not enjoy the subject, would sometimes write their own notes to get themselves out of participating in the lesson. While this was seen as detrimental to the empowerment process, it can be argued that she was displaying agency by taking steps to shape her environment by using deception. This is in accordance with Kabeer's (1999) observation of a broader concept of agency. At times, throughout lessons, some young women used deceptive, or manipulative techniques to get out of participating. Faking an injury was a common manipulative tale, as was the mention of 'women's problems'²³, to a male staff member. It can thus be suggested that young Pacific women exercised agency within the PE classroom by using a range of tactics through which to shape their classroom experience.

6.2.2 RELATIONAL EMPOWERMENT

Relational empowerment refers to the ability to bargain and negotiate the teacher/student relationship (Rowlands, 1995). In instances where students were able to contribute to classroom activities, and take some measures to shape their learning, engagement in class was high. Students had a sense of ownership over what they were doing, and this often eased any tension over the requirements of the task.

Prominent in the literature is that the teacher is a central component in the empowerment process (Hunter, 2004; Kohfeldt et al., 2011; Lawson, 2005). In contrast to earlier findings, however, no evidence of this was supported by the students. Students rarely acknowledged the teacher as having a central role in the shaping of their classroom experiences. In instances where it was observed that a student did not like her teacher, it was never acknowledged in the interview that it was because of the teacher that the student did not enjoy the subject. Similarly, the young women may have acknowledged that their teacher was supportive of them but

²³ 'Women's problems' was a common term used by the young women in this study to refer to menstruating and symptoms of PMS.

their love and enjoyment from movement was typically preceded by their classroom experiences. It is important to bear in mind, that perhaps students were not cognisant of how the teacher set the tone of the classroom. Nevertheless, social relationships with peers appeared to have a greater bearing on empowerment than the teacher did.

6.2.3 SOCIAL EMPOWERMENT

The fourth, and final determinant in the empowerment framework created for this thesis, is social empowerment. The PE classroom is a social space, and Pacific Islanders are social people. The level of influence that friends afforded one another was interesting to observe, both in positive and negative instances. Individuals thrived in a socially cooperative environment, one where they felt support from one another, and assisted others through collaboration. The extent, to which young women were empowered socially, was noteworthy and central to understanding Pasifika girls within PE.

Within the PE classroom, young Pasifika women enjoy the social connections they can make with their classmates. The level of social support and influence in class, were major factors in the students' desire to participate. Pacific Islanders enjoy participating in team sports and activities, and are less inclined towards being involved in individual sports. Departments were aware of this, and structured their units of work accordingly. To what extent they are drawn to social sports and activities has not been addressed directly in the literature. As discussed in Chapter Three, the degree to which a young woman experienced relational and social empowerment did depend on the classroom environment. Along similar lines, Gullan (2013) argues that the environment will determine whether the empowerment process will be hindered or enhanced. In instances where the environment was conducive for empowerment, students benefited from a shared sense of success and encouragement. At times, when individuals were a part of a collective group, the young women were willing to lead small groups of their peers within this safe environment. Students acquired skills in team building, decision making, problem solving and interpersonal skills, which are

valuable life skills (Koss, 2011). For Pacific Island young women, the need to get to know their fellow classmates is important, and students felt more accepting of leadership challenges as a result. If students did not know their classmates, and felt they would be judged, they were not comfortable leading them. Thus, for Pacific Islanders, the evidence corroborates the notion that the importance of friends and social relationships is central to the involvement and enjoyment of sport and physical activity (Hills, 2007; Kay, 2009; Theberge, 1987).

A positive and encouraging environment, like the one Avea described in the previous chapter, aligns itself better to the empowerment of these young women. This reflects the assertion that the environment will determine whether the empowerment process will be hindered or enhanced (Gullan et al., 2013). Avea's participation levels were significantly higher in the supportive class she had in Year 10, compared to the unsupportive and judgemental class she said she had in Year 9. She was able to draw upon, and use the interpersonal and leadership skills she had learnt, whereas the previous year, she was doing her best not to be noticed.

The evidence of empowerment or disempowerment within the PE classroom can be summarised in table 8 below. The evidence links back to the four indicators discussed in this chapter section.

Table 8 - Evidence of Empowerment

	Signs of Empowerment	Signs of Disempowerment	Evidence
The Individual -Self Esteem, confidence and agency	<ul style="list-style-type: none"> • Self-esteem is enhanced on an individual level through accomplishments and by acquiring the confidence to attempt and tackle difficult tasks • The student takes step to shape their learning experiences and are able to act on choices 	<ul style="list-style-type: none"> • Students lack the drive to attempt tasks from a fear of a lack of their own ability • Students do not engage in difficult tasks or activities and lack a sense of self-belief 	<ul style="list-style-type: none"> • Confidence and self-esteem was gained through shared experiences and successes with peers. • Students took steps to shape their learning by having input into the lesson or by faking notes to the teacher to be excused from PE, both examples show the girls have a level of agency within the class
Engagement	<ul style="list-style-type: none"> • Students are actively involved and not deterred by male involvement • Students seek to improve their skills and or their social and interpersonal skills without barriers to involvement 	<ul style="list-style-type: none"> • Students appear largely disinterested and are resistant to participate in activities across a range of contexts • Students can also be actively promoting the disengagement of other students by distracting them or putting them down 	<ul style="list-style-type: none"> • Confident students and girls who had brothers appeared unbothered by boys' behaviours • Competitiveness and physical dominance was observed by girls playing Volleyball • Barriers to involvement included fear of letting others down and low self-belief in their abilities

Relational empowerment	<ul style="list-style-type: none"> • Student respects the teacher/student relationship • Learning is achieved and constructed in a collaborative environment with the teacher facilitating discussions • Students have a say in their learning and respect the learning process • Students have the ability to use interpersonal skills to negotiate personal relationships with other students in the class in a positive and constructive manner 	<ul style="list-style-type: none"> • Students do not have their personal boundaries respected by other students. • Students are in a very teacher centred classroom situation with little or no input into their own learning • Student is either unable or unwilling to negotiate interactions with other students • Student feels marginalised and side-lined by either dominant culture or gender 	<ul style="list-style-type: none"> • Students appeared to thrive on positive adult-role models and for the most part enjoyed the teacher/student relationship • The young women were able to shape their learning to some degree by having input into which activities they preferred and would like to play • Students were able to develop non-physical skills such as interpersonal skills in an environment that was non-judgemental and also when the group shared a common goal or objective
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Social empowerment	<ul style="list-style-type: none"> • Maintains or enhances the classroom atmosphere • Individuals are part of a collective group that is supportive and collaborative • The class shares in each other's success and girls and boys are equally well supported • The school environment promotes cultural diversity and link with home 	<ul style="list-style-type: none"> • Dominant culture prevails with limited recognition given to differing cultures • Students are marginalised and differences between race are highlighted, stereotyped and reinforced • The classroom environment is negative and discouraging • Social interactions do not operate outside of cultural groups 	<ul style="list-style-type: none"> • The young women were polite and friendly and some young women show empathy for others by pairing up with less social girls • In classes where the teacher had helped to remove barriers to participation and promoted cohesion, girls supported and encouraged one another • All schools promoted cultural diversity and recognised the value in including parents in their daughters' learning, although engaging parents was difficult
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Source: Author

6.3 MOVING BEYOND SPORTS SKILLS TO A MORE HOLISTIC APPROACH

The teaching and assessing of sports skills as a main discourse in PE, has received much criticism (Culpan & Grant, 2007; Kirk, 2010). As previously noted in this thesis, the teaching of sports skills still prevails as the dominant form of teaching in PE, despite a pedagogical shift away over the past 20 years (Kirk, 2010). The teaching of sport skills only accounts for one aspect of the curriculum document and does not reflect the curriculum in its entirety. Culpan and Grant (2007, p.9) argue that the big idea of PE goes way beyond the technical and into something much more universal, valuing and protecting people from all walks of life (2007, p. 19). Furthermore, Watson states, 'we can teach our children far more than how to run faster, jump higher, stay fit and healthy, we can teach them values, skills and attitudes that will help them throughout their lives' (2007, p. 7).

As indicated above, a complete step away from this being the sole focus of their department was observed in School Two. The HOD attested to the fact that the PE staff was not elite sports people, or coaches in all sports, and therefore had no basis on which to be able to teach all sport-specific skills all the time. They would teach skills, but it was not the primary focus of the lesson. The emphasis was less on the individual as an athlete, and more on the individual as a person. Students were able to collaborate with their teacher over certain units and activities; collaboration is believed to be key in the empowerment process (Lawson, 2005). As a whole, the vast majority of young Pacific women at that school did appear to be more comfortable, confident and empowered by their experiences in PE. Additionally, they had a high level of knowledge about the body and its processes, which appeared to be more so than at the other two schools. Students' knowledge levels and application of that knowledge mirrored what would be expected of a Year 11 Merit or Excellence²⁴ student. A step away from the sole focus of sports skills is proven conducive to the empowerment of Pasifika girls in PE.

When the emphasis was placed more on physical skill acquisition, some students were acutely aware that their bodies were on show. Whether this was real or perceived, students' issues around body image and body perception frequently came to the fore. As KI Shaun observed, getting students beyond this block was necessary in order to increase involvement in PE and sport. He stated that girls, in particular, tend to hold the assumption that all eyes except their own are on them. This is reflected in the literature, as many researchers have found that teenagers perceive that they always have an audience and that they are being evaluated by others (Azzarito, 2009; Azzarito & Solomon, 2005; Cockburn & Clarke, 2002; Fitzpatrick, 2011b; Garrett, 2004; Krane, 2001). The level, to which students took comments to heart, depended on their confidence levels both socially and physically. A socially confident student, who was not highly skilled physically, was able to laugh off judgement by peers, as was the student who was physically capable. Students lacking in social ability, or both physical and social abilities, were more sensitive to such

²⁴ NCEA grades are as follows, N – Not Achieved, A – Achieved, M – Merit and E – Excellence.

critiques, when this was situated alongside the idea that they perceived they were on show.

In an environment where sports skills prevails, the literature suggests that PE becomes masculine in nature (Hills, 2007), and that girls shy away from the competitive nature of many activities. The degree of competitiveness was not an issue for some girls, who cited that they enjoyed the level of competition that the boys brought to many of the games played. For non-confident girls, the fear of letting the boys down was present. Interestingly, the biggest difference between male and female behaviours was observed at School Two, where boys tended to dominate lessons more frequently. The young women were able to negotiate their interactions with boys easily as they were empowered through their learning experiences by gaining in confidence and assertiveness. This allowed them to exercise a greater degree of agency in the class, by having the ability to make decisions and choices with respect to their participation levels in the face of opposition by some boys. At School Two, girls who were New Zealand European or Asian, had more of a problem with boys' behaviours, than Pasifika girls did. Pasifika girls considered boys to be either, like their brother or, in the case of non-confident girls, a source of potential anxiety.

According to Nuviala et al. (2011) capturing young people early via the PE classroom is essential if they are to be empowered in such a way as to make positive health choices that can have a bearing on later life. Some students are aware of the health messages relayed through PE, although some seemingly did not understand the importance of a balanced lifestyle. The need to be active for both physical and mental well-being was not necessarily widely known or applied, neither were culturally specific messages around what physical well-being should look like for Pacific Islanders. This was expressed in Avea's interview when she outlined that the only way to be healthy was to be skinny. The young women are aware of what physical attributes are deemed desirable but these are highly Westernised ideals (Azzarito, 2009).

6.4 PHYSICAL EDUCATION NOT HIGHLY VALUED

As mentioned in the findings chapter, both formal and informal discussions with staff at each of the schools led to the conclusion that, overall, PE is not as widely valued at schools, compared with other subjects. Indeed, the literature suggests the same seen in Fitzpatrick (2011b), a New Zealand based academic, who states there appears to be a greater level of importance placed on other subjects at schools. Cutting class-time from the timetable, and having no permanent classroom space in which to teach theory, were all similar stories that were revealed during fieldwork. This implies that despite changes in our National Qualifications Framework, particularly the introduction of the National Certificate of Educational Achievement (NCEA), there still appears to be an old-fashioned hierarchy of subjects. Parents and schools favour subjects they view as 'more academic', such as English.

Evidence from this study and from the literature, suggests there are a couple of reasons for this outdated view of subjects being perpetuated. Firstly, parents' views on the subject might be based on their own experiences (Watson, 2007). Parents who were educated within a different system may still hold the belief that PE is simply sport skills. Certainly if parents have come from the Islands, then they will have little concept of what the subject entails, and the benefits that it can afford. Through several discussions with young women who had only recently arrived in New Zealand, there appeared to be different requirements for the subject, with one student citing that senior PE did not involve any theoretical components. Pacific parents place a great deal of importance on their children's education (Ministry of Education TKI, 2012), and perhaps through limited knowledge of PE, they steer their daughters towards subjects they may view as being of greater academic importance. One might then ask the question, what can be done to combat this in order for parents to be able to make a better-informed decision regarding what is most valuable for their daughters? Certainly, schools can educate both parents and their daughters through streamlining the Junior and Senior programmes, as School Two has done. Students at School Two appeared to have a greater awareness of the totality of the subject and the everyday transferable knowledge applications they could make. On these

grounds, one could argue that students and parents are better informed to decide if a senior option in the Health and PE was in their best interests.

This research does appear to validate the view that many schools and parents simply do not realise the importance of PE (Fitzpatrick, 2011b; Smith, 2011; Watson, 2007). In contrast, it might be convincingly argued that schools are aware of the importance of PE, but still make decisions not in favour of the subject or at the expense of PE over other subjects, thereby appearing to devalue the subject. Perhaps it is just easier to take time allowances from PE to make way for other initiatives, or perhaps schools are also bound by funding constraints and have no option but only one gym for eight teachers, and to have PE staff members teach in different rooms for each class. It would be near-sighted to claim schools are not bound by bigger issues when making decisions that affect the subject. However, based on the evidence currently available, it seems fair to suggest that the subject is not as valued as others in the Secondary School system.

There is much transferable knowledge that could be gained from many subjects at secondary school. It is not the claim of this research that every student in the senior school should take PE, but rather that PE appears to not receive the same validation as other subjects. During a brief break in fieldwork, I was told of a story by a fellow 'Phys' Ed'er²⁵, who worked at a decile 10 school. She told me that she was sitting in the back of a Year 11 meeting, whereby the teacher charged with monitoring those students' academic progress, told the entire year level there was no point in taking PE, because it will not take you anywhere. This assertion may come from a lack of knowledge about the subject, or simply an old-fashioned view that it holds no value. In an increasingly disconnected society, the need for social interactions that can be gained in PE may be the only space where current technology-tied youth has to connect and negotiate with others. Similarly, as Lawson (2005) states, PE may be the only opportunity that youth from lower socio-economic backgrounds have to negotiate power structures, and take a role in shaping their own experiences. On

²⁵ Phys. Ed'er is a term used to describe someone who teaches Physical Education. Phys. Ed is shortened version of Physical Education.

logical grounds, this thesis supports the view put forth by Azzarito and Solomon (2005), that PE plays a vital role for low socio-economic women.

6.5 SCHOOLS AS DRIVERS OF CHANGE: ESTABLISHING EFFECTIVE PARTNERSHIPS

Current literature surrounding PE notes that schools play a fundamental role in teaching youth to adopt and maintain a physical active life, that they are the facilitators of change (Granero-Gallegos et al., 2014; Skinner et al., 2008). While the above statement is true, the nature of the classroom is much more complex, as are the conditions under which empowerment may occur given the vast array of differing backgrounds and student situations within a single classroom. The question of whether they should be the only promoters of physical activity is one for debate. If numerous levels of promotion and encouragement occur for the young women, they are more likely to receive those messages surrounding the benefits of life-long physical activity. Perhaps the emphasis should be less on PE being the cure for all of society's ills, such as obesity and inactivity (Culpan, 2005; Culpan & Grant, 2007) and more on a unified, multilateral approach. Too often, it is left to schools to be charged with fixing societal issues. If we are to change the second highest modifiable risk factor for poor health (Tava'e & Nosa, 2012) then surely it should not be left up to one medium to convey the message.

For many Pacific Island young women, their first experiences in physical activity was through cultural and church gatherings and, for a minority, PE was their first introduction into organised play. This is in contrast to the literature which suggests that PE is indeed the first time young people are introduced to organised physical activity (Deem & Gilroy, 1998). Many of the active young women who were interviewed spoke about Church organised sport days as well as cultural gatherings. The young women were involved from a young age, with either their mothers, or siblings, participating in sports days, most likely playing volleyball. The present study raises the possibility that in the case of the majority of Pacific Island young women,

their first introduction into organised play is not in PE class, but rather through the social gatherings of cultural and Church events.

Some parents had instilled in the young women a desire to be active, told them of the importance of it, as well as the benefits to the whole self. These young women were raised in an environment where sport and physical activity were a part of life and this appeared to have a bigger bearing on a child's level of physical activity at school as well as in co-curricular and community sport. This is in contrast to the literature, which suggests that if they have a positive, empowering experience within PE, they are more likely to be active later in life (Cockburn & Clarke, 2002). Students whose parents were active, or encouraged physical activity, were more active both in class, and more likely to participate in one or more co-curricular sports, than girls whose parents were either inactive, or did not encourage their daughter to be so. This does not take away from the empowerment process within the classroom, nor does it diminish the importance of the development of the self through experiences in the PE classroom. The evidence merely points to the premise that family influences with regard to student involvement in co-curricular sport and community activity, is stronger than school processes.

Teachers were able to call to mind students whom they felt had been empowered through their classroom experiences and who then became involved in sport because of this. However, the results are consistent with those of other studies which suggest that the empowerment process can only go so far if girls then go home to the same inactive environment (Brady, 2005). In some instances, teachers are trying to combat family-wide views on the relevance and significance of physical activity. This can be challenging and it is inevitable that for some, the message they receive at home, will outweigh the ones they receive at school. Indeed, one of the most significant findings of this study was the influence that additional factors such as family and culture play in the degrees of participation by young women. Given this, it is essential that schools and policy makers acknowledge the important role that parents play in encouraging physical activity. The need to establish relationships with parents is essential in encouraging young women to be active, not simply leaving it to the school to be the

driver of change (Skinner et.al., 2008). Without involving the community that is supposed to benefit, what will be achieved will then be limited.

This study has found that many Pacific Island young women are constrained by the power structures within which they live, however challenging practices at home around activity may be unfeasible, which is in keeping with previous observational studies (Charmes & Wieringa, 2003; Conger & Kanungo, 1988; Kohfeldt et al., 2011; Raju, 2005). While some students from active families expressed what they learnt in class was beneficial to add to their families' knowledge of the body or physical activity, it was not evident whether empowerment flowed back to home situations in instances where the young woman's family was not active. Several interviews with young women whose families did not actively promote physical activity, said they had tried to get a family member to go for walks with them, or exercise with them. If it was a parent, they often expressed that Mum or Dad was either too busy, or too tired from having worked long hours. It is possible, therefore, that while young women are able to negotiate some power structures, it is evident that their parents are not able to. Parents are constrained by the need to work multiple jobs, long hours, or shift work. This confirms Fursman's (2009) argument when people have to work long hours and multiple jobs family life is impacted.

Huggins and Randell (2007) claim factors such as cost hinder involvement. The two low decile schools recognised that cost was a potential barrier, and by removing the cost barrier, schools were enabling a greater proportion of students to be involved in sport. Not only that, students who are empowered through their experiences were able to take more than one code if the practice times allowed for it and there were no game clashes.

While these two schools are doing a service to their young women, this could however be disadvantageous to them in the long run, as they are unaware of the actual cost of involvement in sports and once they leave school, sports costs can be surprising. Utter et al., (2006), report that as Pacific Island youth tend to gravitate towards team sports, this means high costs post-school will be a reality as most team

sports require either a club membership, or alternatively a large enough group of people to play casually. For those interested in individual sport such as tennis, it would be easy to simply pick up a racket, find a friend and go to the local courts, however organising enough people and getting the appropriate gear for a game of rugby league could be significantly harder. Thus while on one hand cheaper sports fees removed a significant barrier for these young women, however subsidising team sport post-school for those in lower socio economic groups would also be of benefit. While this may not be realistic, making the most of social gatherings and using the church space to engage in activity, games and sports is. This is an area which requires further investigation.

There seemed to be a clear relationship between social empowerment and the physical activity experience with the Sports Coordinators at each of the schools reporting that the young women were drawn towards sports where there was a strong adult role model. Students seemed to relish the positive role-model influence rather than the sport itself, with students changing codes or attempting a sport they had never played simply because of the adult who coached the team. The coach was not necessarily one of Pacific Island descent; the role model crossed cultural lines, as it was more their approach to coaching the young women, rather than the promotion of cultural identity. Furthermore, students desired to be involved in a team sport could add to Scheyvens' (2000) notion that social empowerment occurs when a group's sense of cohesion, integrity and social connections are confirmed, or strengthened through the activity, as they are experiencing it.

By understanding the nature of some of the complexities young Pacific Island women face in the PE classroom, we can begin to examine ways in which empowerment can be further enhanced. The empowerment of young women in PE has large social gains, with young Pasifika girls gravitating towards team sports and enjoying the shared successes. Given the abovementioned, central to this thesis is the claim by Hayhurst (2013) and Shain (2013) that girls can be, are the agents of

development, and can help to accomplish unparalleled economic and social change with respects to their families, communities, and to their countries. Through empowering young Pasifika women via the PE classroom, there is a potential flow on affect to families, cultural gatherings, and church events. Establishing effective partnerships with parents and communities will further assist in the development of Pacific people in New Zealand.

6.5 CONCLUSION

The empowerment framework that was developed for this thesis was examined in relation to the findings and literature presented in Chapter Three. On an individual level, young women were able to exercise a level of agency within the PE classroom, shaping their classroom experiences either in a positive or negative way. Even students, who forged their own notes, could be argued to be exercising agency. Additionally, girls were able to discuss and bargain with their teacher as to which activities they enjoyed the most, thus showing a degree of relational empowerment. Finally, Pasifika young women thrived socially in both the PE classroom and in co-curricular sports. Students enjoyed the social connections and the support that team sports afforded.

Schools that had progressed to move beyond the teaching of sports skills, showed a greater number of students being empowered by their experiences. A shift away from the emphasis on physical skills thus ensured the focus was moved from the body. The young women's experiences were more holistic in nature, as the school taught more broadly from the curriculum.

It is clear that PE is not highly valued in New Zealand schools and it is one of the most significant challenges that the subject faces. An old-fashioned hierarchy of subjects still appears to exist with some still seeing the subject as not academic, and therefore, not as much of value as some of the top-order subjects. This is despite the

fact that PE can facilitate the learning of interpersonal and social skills, as well as provide opportunities for leadership and communication development.

Schools are often tasked with fixing society's ills. This is true in the case of PE, despite its apparent lack value in schools. This study has found that parents also play a large role in facilitating active lifestyles for their children and their level of influence should not be overlooked when examining modifiable health factors. Indeed, ensuring that partnerships are created with parents, will better aid in the development of the very community it is attempting to help.

In summarising this chapter, I will draw upon an excerpt from an interview with the HOD at School Three,

I think Phys. Ed facilitates the students' ability to lead. It gives them opportunities to speak up, to negotiate and improve on interpersonal skills. We are always playing in teams and the girls always have a role, whether it be leading or following, or encouraging. I definitely think there is a transfer of skills there into other areas as well, and they can see that link there, as they get older. We focus on fostering these skills. The nature of our subject, the fact that they are playing and having fun, is huge in their culture. The fact that we offer activities that our students want to do and that we have negotiated the curriculum around our students' interests and their prior knowledge is a big enabler (Interview: Maria, HOD: S3).

CHAPTER SEVEN:

CONCLUDING THE THESIS

I don't think a lot of girls know the importance of physical activity and the health benefits. People don't do activities because all they want to learn is school stuff and they think that is more important. They don't want to get out and do active stuff, they don't know how good it is for your mind and the way you think, not just the physical benefits (Interview: Melissa, Yr.10: S1).

7.1 INTRODUCTION

This thesis has explored the experiences of Year 10 and 11 young Pacific Island women in the PE classroom in an effort to establish if classroom practices are empowering or disempowering. The PE classroom has the potential to empower young women, instilling an appreciation of movement and an understanding of the importance of physical activity throughout life. However, it is believed that negative classroom experiences have the potential to put girls off for life (Azzarito & Solomon, 2005; Granero-Gallegos et al., 2014).

This study also focused on the experiences of young Pacific Island women, as they are argued to be disadvantaged and marginalised in the New Zealand context (Casswell et al., 2011). New Zealand has a vested interest in the health of young Pacific Island women because in the New Zealand context, Pacific people have poorer health outcomes, are economically disadvantaged, and have a greater risk of living in poverty. There is an explicit relationship between poverty and poorer health outcomes (Ministry of Health, 2012; Statistics New Zealand, 2010). Māori and Pacific Islanders are also less likely to access spaces where health promotion messages and opportunities are available (Ministry of Health, 2014).

Many believe the PE classroom is a space where vital messages about health and well-being can be learned, and where many of the health constraints endured by Pacific Islanders, could be addressed. However, the PE curriculum is much broader than simply a means to cure society's health problems. It is now much more holistic, and aims to teach young people skills related to personal health and physical development, movement concepts and motor skills, interpersonal skills and creating and maintain healthy communities and environments, all through the medium of movement (Ministry of Education, 1999).

This thesis also looked to explore how young Pacific Island women are empowered or disempowered through their educational experiences in the Physical Education classroom, and what potential flow on effects this has both at school, and in the community, as these foci constituted a gap in the literature research. While much of the literature surrounding PE focused on curriculum issues, the experiences of girls in PE, and empowerment relating to sport, none of the current literature explored the experiences of Pasifika girls in PE, through an empowerment lens. Thus, this research sought to interweave these fields, while examining some of the constraints placed on this group of marginalised young women.

7.2 EMPOWERMENT THROUGH PHYSICAL EDUCATION

7.2.1 EMPOWERMENT FRAMEWORK

The underlying theoretical framework for this thesis is that of empowerment, more specifically an empowerment framework was adapted and used when observing PE classes. This framework draws upon the work of Raju, (2005), Rowlands (1995) and an empowerment framework by Scheyvens (2000). There are four key indicators drawn upon to determine the experiences of empowerment, these are 1) Individual, self-esteem, confidence and agency, 2) engagement, 3) relational empowerment and 4) social empowerment, highlighting that empowerment can occur across many levels.

7.3 ANSWERING THE RESEARCH QUESTIONS

7.3.1 A HOLISTIC APPROACH

With respect to the research questions, three main conclusions can be drawn from this study. To reiterate, Research Question One asked: *How are young Pacific Island women empowered or disempowered through their experiences in Junior PE?* Several themes emerged, these were: boys, body image issues, social support and a shift away from teaching and assessing physical skills as the sole focus, which Kirk (2010) believes is still the most predominant form of teaching PE today. Of most significance to this thesis, is the notion of emphasis on non-physical skills. Pasifika girls appeared to be empowered through their experiences in Junior PE when the focus was on developing the total self through leadership opportunities, interpersonal skills, and communication skills, and away from the teaching and assessing of physical sport-based skills. In fact, when the young women felt confident, and empowered by their successes, the other themes such as boys, body and image, appeared to be less significant, in determining levels of participation. Given that the change towards a more holistic approach to PE occurred with the 1999 HPE curriculum, which was some 14 years ago, schools should have moved well away from a sole focus on the teaching, acquiring and assessing of sports skills.

Many girls were easily able to negotiate their interactions with some of the boys' dominating behaviours and felt confident standing up to them as a result of their empowerment via PE. The literature has suggested that girls often see boys as a reason for non-participation (Okely et al., 2011). In this study, boys were seen either as brothers or, in the case of School Two, easily managed through their learning of interpersonal skills. With respect to Rowlands' (1995) idea of power from within, girls felt more assertive and confident which, in turn, allowed them to negotiate other potentially empowering or disempowering processes within the classroom, for instance, issues surrounding judgement of their bodies by others.

7.3.2 INVOLVING THE COMMUNITY

For many Pacific Island young women, their first experiences in physical activity was through cultural and church gatherings and for a minority, PE was their first introduction into organised play. This is in contrast to the literature which suggests that PE is indeed the first time young people are introduced to organised physical activity (Deem & Gilroy, 1998). While the empowerment or disempowerment process within the classroom space does have a bearing on a young women's involvement in co-curricular sport, it was evident that they arrive at school with pre-conceived ideas and opinions on the importance of physical activity and sport, as well as their perceived levels of enjoyment when engaging in organised play. These notions, which were either positive or negative towards physical activity, affected their level of participation in class, as well as whether or not they would engage in sport for a school team. Very rarely would a student who did not participate in class go on to participate in co-curricular sport. Students' opinions on the importance of physical activity for health largely stemmed from home. With regard to Research Question Two: *What impact does the empowerment and disempowerment process within the PE classroom have on a student's involvement in co-curricular sport and/or physical and community activity outside of school?* This thesis argues that the influence of parents on the participation levels of young Pacific women in co-curricular and community sport is strong, and should not be overlooked. That is not to say that the empowerment process within the PE classroom should be underestimated, rather that in order to encourage participation in physical activity both within and outside of school, effective partnerships should be created to further enhance the empowerment process.

To expand on this point, when the young women were asked who had positively influenced them with regard to their activity levels, some students replied, 'no one really'. These students were often the ones who were disengaged in class and not interested in participating in co-curricular sport. However, other students replied that their parents were their greatest influencers, telling them how important it was to be active for their health and for total well-being. For many students and their families physical activity would occur within a church event. These church gatherings are

highly social in nature, and in relation to physical activity team sports are always favoured over individual activities.

Hence while empowering experiences in the classroom are still essential in order to further foster an appreciation of movement and an understanding of the body, for those who enjoy it already and in an attempt to 'capture' those students who do not yet know the importance of learning about movement, one cannot underestimate also the church space. This space may indeed provide the opportunity for deeper involvement of communities and family, which is essential if we are to achieve broader social benefits. The evidence that family has a larger bearing on a young Pacific Island woman's involvement in sport outside of class time is thus significant, as it would appear to refute the claim put forward by the literature suggesting that experiences in the PE classroom are more likely to determine if they are active later in life (Cockburn & Clarke, 2002). This may be true for some cultures, but in the case of Pacific peoples, it is more complex. This thesis argues therefore that PE could be a catalyst for the empowerment of young Pacific Island women and that this can be shared through family interactions. Beginning the empowerment process at a younger age, means the individual could potentially have a better and longer-lived experience with greater access to social and economic equality.

7.3.3 VALUE PHYSICAL EDUCATION

Finally, *Research Question Three: when exploring what changes could be made to PE curriculum delivery in order to ensure empowerment occurs?* Two main themes emerged. Of note, was a comprehensible lack of value in the subject of PE at a secondary school level. It was apparent that PE teachers in the three fieldwork schools that took part in this study, faced continued ignorance and disregard about their subject by other teachers, the school itself and, at times, parents. It appears as though an old-fashioned hierarchy of subjects still exists in New Zealand, despite the skills required to succeed in the subject require a high level critical thinking skills. Indeed, the literature also claims the lack of value of PE to be the case with Fitzpatrick (2011b), Smith (2011) and Watson (2007) all drawing similar conclusions. Of

particular note, is Fitzpatrick's (2011b) work which is specific to the New Zealand context. If students and parents (outsiders) are to see the real value of the subject, then the subject also needs to be valued by those within the education setting (insiders). The conclusions for this thesis were drawn through both formal and informal discussions with PE staff at each of the schools.

7.4 RESEARCH LIMITATIONS

There were two main limitations to this research. Firstly, there was no inclusion of the boys' viewpoint. While the focus of the study is on the experiences of young Pacific women, having boys' perspectives could have provided another side of the story, potentially strengthening the research by providing a wider evaluation of the young women's experiences. As discussed prior, girls spoke about boys in interviews, and non-confident girls spoke about their perception of the conclusions that boys drew while they participated. Boys were a part of structured observations and some informal discussions. Yet no questions were asked of the boys pertaining to this research. The second limitation was the omission of a single-sex school during fieldwork. A single sex girl's school was approached and declined to participate, which they were within their right to do. However, it would have made an interesting comparison to include the experiences of girls within an all-female environment. Having taught PE at a single sex school, this environment does appear to be positive for the involvement of some young women. Additionally, the one time during the research where at School One I did observe an all-girl lesson there were marked differences with some of the girls being more outgoing within this environment. These experiences should be examined through a feminist lens, and not become a debate about single sex and co-education schools.

7.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The above limitations should be taken into account for future research. Recommendations for further research could include the investigation of participation rates beyond their schooling. It would be interesting to explore some of the reasons

behind the marked decline in participation in sport by young women once they leave school. This could include an examination of the decreasing trends in participation, and the potential implications for personal fitness, health and well-being. Furthermore, research focused on church and community activities would provide insight into the physical activity trends and experiences of Pacific Islanders. Such research could provide valuable information that would aid in the understanding of physical activity promotion within communities. By understanding what is valued by Pacific Islanders with respect to physical activity and movement, for example dance, programmes and interventions may be better tailored to provide meaningful benefits for their health.

7.6 CONCLUDING COMMENTS

New Zealand has a vested interest in addressing all forms of discrimination against women, noted in New Zealand's commitment to CEDAW. Pacific women and girls often experience higher levels of hardship due to high levels of unemployment, working in positions that are poorly paid, they hold fewer positions of power, and suffer higher levels of poverty (Casswell et al., 2011; Statistics New Zealand, 2010). The second highest modifiable risk factor for poor health is that of physical activity (Tava'e & Nosa, 2012), with Pacific Island peoples often falling into overweight or obese weight categories. It is clear that those from lower socioeconomic backgrounds face significant challenges with respect to food choices and levels of physical activity, particularly choices related to organised physical activity. While Pasifika parents place a great deal of importance on their children's education, this does not always extend to PE, as many view the subject as unimportant, and place a greater emphasis on subjects that are viewed to be 'more academic' (Fitzpatrick, 2011b; Ministry of Education TKI, 2012). Nonetheless, the PE classroom is often described as a means to address issues such as obesity, and indeed, if a holistic approach is taken to the PE curriculum, learning about leadership, team work and interpersonal skills (Azzarito & Solomon, 2005). The nature PE classroom can be difficult to negotiate, and can be a space where both empowerment and disempowerment can occur for young Pacific Island women. The thesis offers a step towards informing those in the PE profession,

the Ministry of Education, and those within the Development Studies community, a better understanding of the constraints placed on Pasifika girls with regard to improving their circumstances through engaging in physical activity.

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APPENDICES

APPENDIX ONE: FULL ETHICS APPROVAL



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

9 May 2014

Michelle Greene
9 Dittmer Place
PAPAKURA 2110
AUCKLAND

Dear Michelle

**Re: HEC: Southern B Application – 14/19
Young Pacific Island women and empowerment through Physical education**

Thank you for your letter dated 5 May 2014.

On behalf of the Massey University Human Ethics Committee: Southern B I am pleased to advise you that the ethics of your application are now approved. Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Prof John O'Neill, Acting Chair
Massey University Human Ethics Committee: Southern B

cc Dr Rochelle Stewart-Withers
School of People, Environment & Planning
PN331

Dr Allannah Ryan, HoS
School of People, Environment & Planning
PN331

Massey University Human Ethics Committee
Accredited by the Health Research Council

Research Ethics Office, Research and Enterprise

Massey University, Private Bag 11222, Palmerston North 4442, New Zealand T 06 3505573; 06 3505575 F 06 350 5622
E humanethics@massey.ac.nz; animalethics@massey.ac.nz; gtc@massey.ac.nz www.massey.ac.nz



APPENDIX TWO: INFORMATION SHEET - STUDENT

Young Pacific Island women and empowerment through Physical Education

INFORMATION SHEET (STUDENT)

Researcher Introduction

My name is Michelle Greene, and I am undertaking a Masters of International Development at Massey University. I am a PE teacher, and have been Head of Department for 11 years. I am currently on study leave for 2014 to complete my Master's thesis. I am normally based at a High School in the lower North Island.

Project Description and Invitation

My research aims to investigate whether young Pacific Island women find the experience of participating within Physical Education (PE) empowering (feel more confident and have higher self-esteem) or disempowering (feel embarrassed and don't like to participate), and if so what are the reasons for this. I am also keen to understand how these experiences affect, if at all, physical activity outside of school, in either co-curricular sport or elsewhere.

Participant Identification and Recruitment

I have been observing your level of participation during class, and I would like to invite you to take part in the study. It will involve being interviewed by me; this will take place at school, either during school hours or directly after school. Students are asked to keep their parents informed of the appointment time if you select to be interviewed after school. The interview will be 45-60 minutes. It is my intention to interview between 16-20 girls, Years 10 and 11, in three schools in Auckland.

Project Procedures

Interviews will be conducted at an appropriate venue at school, as indicated by the school. The interview consists of 16 questions. There is no anticipated risk to you. However, you may feel uncomfortable talking about personal issues when discussing your level of participation during PE class. You do not have to answer all the questions if you do not want to and you may stop the interview at any point, or decide to leave the research all together. Your consent is all that is required in order to take part in this study. However, it is important that your parents are kept informed regarding the study. Please give them the information sheet provided to you along with this information sheet.

Data Management

All of the information (data) I gain from interviewing you and from observing various PE classes will be used for research purposes only. The data will be stored as password protected digital file. After the completion of the field research, a summary of the project findings will be made available to you. Please note that for privacy purposes, no students will be named and schools



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TE KURA PŪKENGĀ TANGATA

participating in the project will be coded. This means that your identity will not be known to anyone else.

Participant's Rights

Please note that do not have to accept this invitation. If you decide to participate, you have to the right to:

- decline to answer any particular question;
- withdraw from the study at any point;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used;
- be given access to a summary of the project findings when it is finished.

If at any point you feel uncomfortable during the interview, you may ask for the recorder to be turned off.

Project Contacts

Should you have any further questions, please contact myself,
Michelle Greene,
0212121263 or
michelle.greene@xtra.co.nz

Alternatively, you may contact my supervisor at any point during the study.

Dr. Rochelle Stewart-Withers
Institute of Development Studies, Massey University
06 356 9099 ext. 83657
r.r.stewart-withers@massey.ac.nz

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 14/19. If you have any concerns about the conduct of this research, please contact Prof. John O'Neill, Acting Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 81090, email humanethicsouthb@massey.ac.nz



Young Pacific Island women and empowerment through Physical Education

INFORMATION SHEET (PARENT)

Researcher Introduction

My name is Michelle Greene, and I am undertaking a Masters of International Development at Massey University. I am a PE teacher, and have been Head of Department for 11 years. I am currently on study leave for 2014 to complete my Master's thesis. I am normally based in a school in the lower North Island.

Project Description and Invitation

My research aims to investigate whether young Pacific Island women find the experience of participating in Physical Education (PE) empowering (feel more confident and have higher self-esteem) or disempowering (feel embarrassed and don't like to participate), and if so what are the reasons for this. I am also keen to understand how their experiences affect, if at all, their physical activity outside of school, either in co-curricular sport or elsewhere.

Participant Identification and Recruitment

I am undertaking the research in 2 high schools, and as part of recruiting participants for this project I have been observing PE classes. After several observations, your daughter has been invited to take part in the study. In total I will be looking to interview approximately 16-20, Years 10 and 11 girls. Your daughter has also been given an information letter and consent form to complete.

Project Procedures

Interviews will occur during the months of May and June 2014. The interview will take place at school, student interviews will be conducted at an appropriate private venue at school as indicated by the school. The interview consists of 16 questions and can be completed during a lunch break or after school. The interview will be recorded. There is no anticipated risk to your daughter; there may be some discomfort when talking about personal issues surrounding their level of participation during PE class. I will make sure your daughter is made aware of appropriate school support systems should she experience any discomfort and wish to discuss anything further.

Data Management

Data will be obtained through observations of PE classes and interviews and will be used for research purposes only. After the data (document observations and recorded interview and transcripts) has been obtained, it will be stored as a password protected digital file. After the completion of the field research, a summary of the project findings will be available, a copy will be given to your daughter. Please note that for privacy purposes, no students will be named and schools participating in the project will be coded. This means that your daughter's identity will not be disclosed.



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Participant's Rights

Please note that your daughter is under no obligation to accept this invitation. If she decides to participate, she has the right to:

- decline to answer any particular question;
- withdraw from the study at any point;
- ask any questions about the study at any time during participation;
- provide information on the understanding that her name will not be used;
- be given access to a summary of the project findings when it is concluded.

If at any point your daughter feels uncomfortable, she may ask for the recorder to be turned off at any time during the interviews.

If you have any questions regarding the research that your daughter is involved in, please contact me using the details provided below.

Project Contacts

Michelle Greene,
0212121263 or
michelle.greene@xtra.co.nz

Alternatively, you may contact my supervisor at any point during the study.

Dr. Rochelle Stewart-Withers
Institute of Development Studies, Massey University
06 356 9099 ext. 83657
r.r.stewart-withers@massey.ac.nz

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 14/19. If you have any concerns about the conduct of this research, please contact Prof. John O'Neill, Acting Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 81090, email humanethicsouthb@massey.ac.nz



APPENDIX FOUR: INFORMATION SHEET - SCHOOLS

Young Pacific Island women and empowerment through Physical Education

INFORMATION SHEET (SCHOOL, HOD: PE, TEACHERS, SPORT COORDINATOR)

Researcher Introduction

My name is Michelle Greene, and I am undertaking a Masters of International Development at Massey University. I am a PE teacher, and have been Head of Department for 11 years. I am currently on study leave for 2014. I am normally based at a High School in the lower North Island.

Project Description and Invitation

My research aims to investigate whether young Pacific Island women find the experience of participating within Physical Education (PE) empowering (feel more confident and have higher self-esteem) or disempowering (feel embarrassed and don't like to participate), and if so their reasons for this. I am also keen to understand how these experiences affect, if at all, physical activity outside of school, in either co-curricular sport or elsewhere.

Participant Identification and Recruitment

The project would require observations in junior Year 10 PE classes. Observations would take place with no intention of disrupting the normal classroom procedures. The observations are solely in relation to the engagement of the young women and no direct critique of the teacher or the teacher's ability will take place. After several observations, girls will be invited to take part in the study. Girls will be given information letters for themselves and their parents and consent forms for themselves. If any students with a learning disability wish to participate and cannot give informed consent, I will go through a process in consultation with the student, parent and school. However, if the school policy reflects gaining parental consent prior to interviews being conducted, then this will be sought. I also intend to observe Year 11 PE students, and interview 2-3 girls who have chosen to take Year 11 PE and if possible interview 2-3 girls who have not. The aim is have to have between 8-10 girls at each school (a total of 16 -20 girls), agreeing to take part in semi-structured interviews.

I would also like to speak with the subject teacher and sports coordinator regarding student participation in class. This would take place with the aim of minimal disruption to the teachers. I would also like to speak with the sports coordinator about student involvement in co-curricular sport. The school, subject teacher, sports coordinator and the students themselves will receive a koha in appreciation for their participation in the study.

Project Procedures

The research will take place at the beginning of term two, in either the first three weeks of May or the first three weeks of June. Schools are very busy places and I wish to assure you and the subject teacher that there will be minimal disruption to classes and no addition to the teacher's workload, aside from agreeing to be interviewed at a time that suits them. All interviews will take place at school, student interviews will be conducted at an appropriate venue at school and there will be 16 questions. I do not foresee any undue to risk to participants, there may be some



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discomfort when talking about personal issues surrounding their level of participation during PE class. I will ensure students are made aware of appropriate school support systems and inform the school if anything is discussed in the interview that places the young women at immediate risk.

Data Management

Data will be obtained through classroom observations and interviews and will be used for research purposes only. After the data has been obtained, it will be stored in password protected digital file. Data will be stored for the duration of the research and will be disposed of in a timely manner after the thesis submission. After the completion of the field research, a summary of the project findings will be available to you. Please note that for confidentiality purposes, no students will be named and schools participating in the project will be coded.

Participant's Rights

Please note that you are under obligation to accept this invitation as a school. If you decide to allow me to use your school as a study site, I will look to meet with the PE Department to gauge their interest in the study and for the purpose of recruitment. Those who agree to the study have to the right to:

- decline to answer any particular question;
- withdraw from the study at any point;
- ask any questions about the study at any time during participation;
- provide information on the understanding that their name will not be used;
- be given access to a summary of the project findings when it is concluded.

It is considered that young people have the capacity to give informed consent; which means I am only seeking consent from the young women regarding participation, not their parents. However, parents will be given full information regarding the study, including the opportunity to contact me concerning any questions they may have.

Project Contacts

Should you have any further questions, please contact myself,
Michelle Greene,
0212121263 or
michelle.greene@xtra.co.nz

Alternatively, you may contact my supervisor at any point during the study.

Dr. Rochelle Stewart-Withers
Institute of Development Studies, Massey University
06 356 9099 ext. 83657
r.r.stewart-withers@massey.ac.nz

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 14/19. If you have any concerns about the conduct of this research, please contact Prof John O'Neill, Acting Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 81090, email humanethicsouthb@massey.ac.nz



APPENDIX FIVE: PARTICIPANT CONSENT - STUDENTS

***Young Pacific Island women and empowerment through
Physical Education***

PARTICIPANT CONSENT FORM – STUDENT

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered and I understand that I may ask further questions at any time.

I agree to participate in this study under the conditions set out in the Information Sheet.

I have discussed the study with my parents and have given them the Parental Information Sheet.

I agree/do not agree to the interview being sound recorded.

Signature:

Date:

.....

**Full Name -
printed**

.....



APPENDIX SIX: PARTICIPANT CONSENT – TEACHERS, SPORTS COORDINATOR

***Young Pacific Island women and empowerment through
Physical Education***

PARTICIPANT CONSENT FORM – TEACHERS, SPORTS COORDINATOR

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered and I understand that I may ask further questions at any time.

I agree to participate in this study under the conditions set out in the Information Sheet.

I agree/do not agree to the interview being sound recorded.

Signature:

Date:

.....

Full Name -

printed

.....



APPENDIX SEVEN: INTERVIEW SCHEDULE - STUDENTS

***Young Pacific Island women and empowerment through
Physical Education***

INTERVIEW SCHEDULE: STUDENTS

- 1) Do you enjoy coming to PE?
- 2) What do you like about PE class? What do you dislike about PE class?
- 3) Can you describe for me an occasion where you felt good about yourself during class?
E.g. accomplishing something, helping someone etc.
- 4) Describe for me the times when you enjoy PE class the most?
- 5) Describe for me times when you enjoy PE class the least?
- 6) What sports/activities do you like the most? Why? What sports/activities do you
dislike the most? Why?
- 7) Do you like more teacher centred activities? Or student centred? Why?
- 8) Do you generally feel good about yourself when you come to PE?
- 9) What are you most/least confident doing?
- 10) Does PE put you off doing physical activity outside of school? Why/why not?
- 11) Are you involved in extra-curricular sport?
- 12) Do you enjoy it more or less than PE? Why/why not?
- 13) What are some of the differences between PE and your own sport?
- 14) If you could change one thing about PE class s that would help to make you feel better
about yourself, what would it be?
- 15) At community events, are you involved in physical activity? If so, what type? And do
you enjoy it? Why/why not?
- 16) Out of PE, your own sport and community activities, which do you enjoy most and
why?



APPENDIX EIGHT: INTERVIEW SCHEDULE FOR SCHOOLS, TEACHERS, HODS

***Young Pacific Island women and empowerment through
Physical Education***

INTERVIEW SCHEDULE: SCHOOLS, TEACHERS, HOD etc.

- 1) Do you think PE can be an empowering and/or disempowering process for students, and in what ways?
- 2) Do you notice any differences in general between the participation of Pacific Island young women compared with other female cultural groups?
- 3) Are there specific times when Pacific Island young women really oppose participating?
- 4) Are there specific times throughout the year when Pacific Island young women really enjoy participating compared with other time and activities?
- 5) What types of activities see the highest proportion of involvement?
- 6) Do you think young Pacific Island young women become more confident and have a higher self-esteem during achievements gained in PE? Why/Why not?
- 7) What do you believe the biggest barrier to participation is for Pacific Island young women?
- 8) What do you believe the biggest enabler for participation in PE is for Pacific Island young women?
- 9) Do you think Pacific Island young women are ever inspired to take on new activities from those covered in class? Why/why not?
- 10) What are some of the biggest challenges you face when engaging this cultural group?
- 11) Have you notice any trends in engagement over time? More or less so?