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**INEQUALITY AS AFFECTED BY PEDAGOGICAL METHOD
IN PHYSICAL EDUCATION**

A thesis submitted in partial fulfilment of the requirements for the
degree of

Master of Philosophy

at

Massey University

Dennis Slade

2006

I certify that the thesis entitled *Inequality as affected by pedagogical method in physical education* and submitted as part of the degree of Master of Philosophy is the result of my own work, except where otherwise acknowledged and that this research thesis (or any part of the same) has not been submitted for any other degree to any other university or institution.

Signed:

A handwritten signature in blue ink, appearing to be 'L. H. Adams', written over a horizontal line.

Date:

17 November 2006

Abstract

It is the author's contention that one of the functions of a state education system within a democracy is to educate its citizens so that they can fully participate in society. Fulfilling that function as a school physical educator requires one to be concerned with movement outcomes based on a good citizen model. A good citizen model of physical education translates to a physically well-educated populace that has benefits for citizens at individual, community and national levels. For the individual there are health benefits of a physical, emotional and spiritual kind. At a community level, there are the social capital benefits associated with the interaction and fellowship that transpire when people meet to play sports, recreate or take part in leisure. Such interaction encourages socialisation and can even give communities a focus and direction. Nationally, a fit and active populace promotes greater participation in society, involvement with issues and less demand on health services.

This study evaluated, using instruction in tennis in a physical education context, whether a personalised mastery learning programme of instruction that incorporated individualised goal setting, accelerated motor-skill learning towards achieving mastery or competency in movement at a rate faster and, therefore, more effectively than traditional motor-skill learning instruction. If it did, then a recommendation from this study would be that in order for teachers to fulfil their function within a 'good citizen' model of instruction in physical education that they adopt, where applicable, mastery learning strategies to ensure that as many students as possible achieve mastery of fundamental movements. It found that those learning conditions produced a positive learning environment and notable final student competency levels that appeared counter intuitive to the plateau effect frequently associated with motor-skill instruction and learning.

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