



**University of
Sunderland**

Gambles, Ellen-Alyssa, Anderson, Steven, Leyland, Sandra and Ling, Jonathan (2018) Occupational Socialisation Theory: Identification of the barriers and facilitators that underpin physical education teachers' perspectives of the Teaching Games for Understanding approach. In: BASES (British Association of Sport and Exercise Sciences) Student Conference 2018, Apr 2018, Northumbria University. (Unpublished)

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/10088/>

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Occupational Socialisation Theory: Identification of the barriers and facilitators that underpin physical education teachers' perspectives of the Teaching Games for Understanding approach

Gambles, E.F., Anderson, S.D., Leyland, S.D. & Ling, J.

Faculty of Health Sciences and Wellbeing, University of Sunderland, Sunderland, UK.

Introduction

Teaching Games for Understanding (TGfU) (Bunker and Thorpe, 1982) is an alternative approach to teaching invasion games that differs from traditional methods. TGfU was introduced into academia over 30 years ago however it failed to progress into mainstream schools with the majority of teachers failing to recognise its existence (Almond, 1986; O'Leary, 2012).

Thorpe and Bunker (1983) found teachers had issues surrounding; differing ability children, needing to teach technique prior to games, behavioural management, lack of game understanding and their previous teaching of mini games. It has been suggested that the issues surrounding the implementation of TGfU in secondary schools have not changed since the initial introduction of the model (Butler and McCahan, 2005).

Occupational Socialisation Theory (OST)

Socialisation of PE teachers can be through their childhood (Acculturation), teacher training (Professional Socialisation) and job experience (Organisational Socialisation) (Lawson, 1983). How an individual is socialised and the factors affecting their socialisation can determine PE teacher's opinion and beliefs about the PE curriculum and teaching (O'Leary, 2012). Research into PE using the occupational socialisation theory may help to explain how and why teachers use or do not use TGfU in their teaching of PE.

Aim

The aim of this study was to identify the factors that underpin the utilisation of the TGfU approach in teaching practice using OST (Lawson, 1983). To achieve the aim of this study three objectives are set:

- To examine, through semi-structured interviews based on OST, PE teachers' key influences and beliefs that underpin each of the three phases of the occupational socialisation model.
- To identify the barriers that prevents teachers utilising the TGfU approach and facilitators of its implementation.
- To make recommendations to promote the implementation of the TGfU approach.

Methodology

- A qualitative design was conducted
- A semi-structured interview lasting between 45-60 minutes with each participant was completed
- Thematic analysis of the data was performed
- Information was gathered under the 3 phases of OST depicting childhood, university and job experiences including perceived barriers and facilitators on implementing TGfU
- A paragraph outlining the TGfU model was given to participants to extract further questions.

Sample and Recruitment Strategy

- The sampling frame for the study was secondary school PE teachers in England, including those who have and have not used the TGfU model.
- 15 PE teachers (8 male, 7 female) from 13 schools partook in this study with ages ranging from 25-56.
- Of the schools making up the final sample there were 6 State schools, 5 Academies and 2 Trust schools.
- The participants had between 4-32 years of experience teaching in schools.

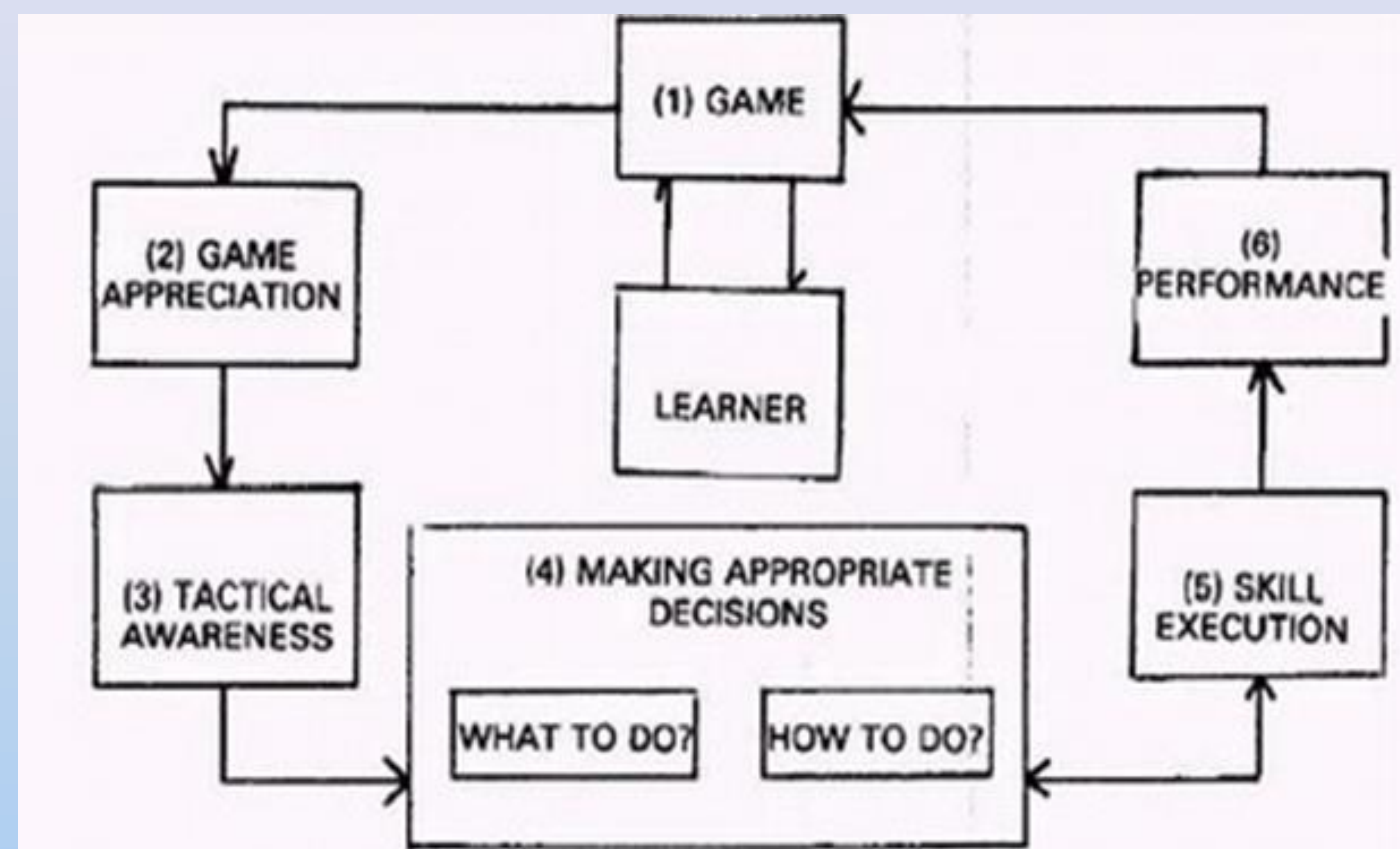


Figure 1: Teaching Games for Understanding model (Bunker and Thorpe, 1982)

Results

- The teachers' job experiences most often cited as influencing their current teaching practice
- The departments' and schools' goals, the wider impact on the department specifically the pupils and their current knowledge of teaching methods were the main reasons given by the teachers as to why they teach the way they do.
- Childhood experiences focused on parental influence in introducing the participants to sport and the influence of their childhood PE teacher inspiring them into the profession.
- University experiences were predominantly negative and the general consensus suggested that the participants' time in Higher Education had little effect on their teaching practice.
- Barriers to implementation included: lack of understanding, lack of knowledge, lack of support, reluctance to change and lack of time to plan TGfU lessons.
- Facilitators to implementation of TGfU included: coaching awards, an external individual who specialises in TGfU and subject specific resources.
- Methods of promoting TGfU: advertising through social media and teacher centred websites and teach the approach to teachers for them to spread to the greater community.

Conclusion

The findings of this study suggest:

- Focusing on teachers on the job experience is the most effective way of improving the chances of implementing TGfU in current teaching practice.
- Teachers had little to no experience of the TGfU approach because of their childhood and university experiences.
- There were several barriers to TGfU like lack of understanding and lack of knowledge that have been cited frequently in previous research- however barriers like lack of support and time to plan lessons have had little to no previous mentions.
- Facilitators in TGfU research has been a topic under-researched and therefore the findings of this study can show what teachers believe is required to make the implementation easier.
- Future Research-targeting job experiences (Organisational Socialisation) of OST as a mean of helping teachers overcome the barriers to implementing TGfU into their current teaching practice.