

University of London

Birkbeck College

MA in Lifelong Learning

**Where Are They Now?
An Enquiry into the Lifelong Learning of Fitness
Instructors**

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I certify that the work submitted herewith is my own and that I have duly acknowledged any quotations from the published or unpublished work of other persons.

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INTRODUCTION

Exercise and Fitness has a much longer history than most of our current Exercise to Music teachers realise and looking back (even further than my enquiry), evidence can be found of lifelong learning within this field. In 1930 The Women's League of Health and Beauty, now known as Health and Beauty Exercise was formed. Pictures of Mrs Stack lecturing at the Mayfair Hotel, with daughter Prunella aged twelve demonstrating (1928) can be found in Barter and Rowlandson (1995) '*History of the League 1930-1995.*' The first batch of students were trained in March of that year. In 1936, after attending a special training course run by Kit Milanes, League teachers provided weekly free classes in distressed areas including Glasgow, Liverpool, Birmingham, London Stepney and Notting Hill. By 1937 Prunella Stack had received an invitation from the then Prime Minister Stanley Baldwin to serve on the newly formed National Fitness Council for England & Wales. Extracts from a letter of 4th February 1931 from 10 Downing Street reads:

As you are no doubt aware, the Government have already announced their intention of supplementing the existing health and educational services by promoting measures for the improvement of the National Physique. They have particularly in mind the need for providing increased facilities and opportunities for physical training and recreation for young people who have left school ... Your Knowledge and experience will, I am confident, prove of the greatest assistance to the council, and I sincerely hope that you will be able to accept this invitation (Barter and Rowlandson, 1995).

Professor M.L. Jacks, Director of Education at Oxford University speaking at the first, post war League Regional Rally in 1947 said:

I have long regarded the Women's League of Health and Beauty as one of the outstanding educational movements of our time. In the education of the body we must begin with the mastery of the essential physical skills – how to breath, how to sit, how to stand, how to walk, how to move and how to do all these things with the greatest economy of energy and with the maximum satisfaction ... Physical education of this kind has far reaching effects in the intellectual, moral and physical sphere ... It produces better human material, and so it makes a vital contribution to the good of the community (Barter and Rowlandson, 1995).

In 1948 an International Congress on Physical Education, Recreation and Rehabilitation was held in London attracting 400 delegates from 74 countries.

By 1969 the League was pioneering part-time Teacher Training Courses in the Midlands and the South West and by 1970 the first associate teachers under this pioneering scheme qualified.

Whilst in 1976 the first course for teaching the elderly was held at St Albans College of Education. This pilot course was planned by Penny Cople and was later used under the new title of EXTEND Exercise Training for Elderly and Disabled (a format of this is still being taught today).

My study will focus on the lifelong learning of teachers of Exercise to Music (ETM) commonly called aerobics. I want to look at what these teachers have been learning since the mid. 1980s. At around this time the RSA Basic Certificate in Teaching Exercise to Music was introduced and from that time it has been the industry standard qualification for studio based exercise. The syllabus was put together by the RSA Examinations Board and the late Leslie Mobray of the Young Mens Christian Association (YMCA) with input from the Sports Council. Injuries in ETM were common place at this time so this course was born out of the need for a safe and effective exercise format. It was later updated with the introduction of the lead body. The research has developed out of my own involvement in the teaching of this course. I qualified as an ETM teacher in 1988 and since that time, I have not only been teaching ETM but have been a course director for this qualification and taught more than 2500 teachers. I have also been externally verifying for the awarding body, Oxford Cambridge and RSA Examinations (OCR) for the past nine years.

The study will primarily centre on participation in formal learning. The number of hours that a teacher spends thinking, learning or studying about fitness will also be looked at. How many classes per week, on average, do instructors teach will also be analysed.

An attempt will be made to examine significant educational trends within this area of fitness education. One consequential difference between an ETM teacher and the majority of other teachers, is the use of 'their bodies' as a teaching tool. The aerobics teacher needs excellent movement quality and is in their training zone¹ for much of the class. They must also project their voice above the music used. With this in mind I will explore how these educators like to learn.

What I shall also be looking at is who is footing the bill for fitness teacher's education. Is it themselves or are the employers paying for the training? I will be examining why and where these teachers undertake this education and identify where and how information about these taught courses was obtained.

All of us learn through experience just as much as through courses and study. All of us are involved in lifelong learning whether it be in a formal environment for example a college or university, at home, in the workplace or in the community.

Recognition that lifelong learning is important to individuals, society and the economy has produced more opportunities for adults to actively learn than ever before (*The Cambridge Guide to Lifelong Learning*. 1996).

David Blunkett in the forward to *The Learning Age* stated,

Learning is the key to prosperity - for each of us as individuals, as well as for the nation as a whole. Investment in human capital will be the foundation of success in the knowledge-based global economy of the twenty-first century. This is why the Government has put learning at the heart of its ambition. Our first policy paper addressed school standards. This Green Paper sets out for consultation how learning throughout life will build human capital by encouraging the acquisition of knowledge and skills and emphasising creativity and imagination. The fostering of an enquiring mind and the love of learning are essential to our future success...
(DfEE, 1998, p.1)

Lifelong learning is now seen by people, employers and also politically, as being one of the, key issues in most of our lives. It is a vast and growing subject consequently, I am going to

concentrate my investigation of the literature to the areas that are relevant to the research that I have undertaken. I intend to look at the following areas employability, where people learn and what factors influenced their choice of learning, continuing professional development and lifelong learning within the Fitness Industry.

Systematic lifelong learning can significantly help develop people's skills, orientations and confidence to navigate the many risks, uncertainties and ambiguities of contemporary life (NAGCELL, 1999).

1997 (NALS) interviewed 5,653 adults aged between 16-69 in England and Wales. Their findings were groups most likely to undertake learning included younger people; those in full time work; those who worked in a professional or non manual occupation; or those with longer continuous full time education who left with better qualifications. This survey also found that groups that were the most unlikely to undertake learning in the past three years included people aged 50+ and those who had left school aged sixteen or younger or leaving school without any qualifications. This is true of vocational and non-vocational learning. Sargent (1996) examined inclusion in formal and informal learning. Similar findings emerged. A complex picture emerges in studies of participation and non-participation. Could the cost of learning be a factor in participation? Tucker (1994) found that only 16 per cent found cost to be an inhibiting factor. Other factors involved in inclusion or exclusion include gender, ethnicity, parenting, being a carer, being single, living in a household with a partner with no children or a single parent (Beinart and Smith, 1997). Participation in education and training can be viewed as a kind of selection based upon ability, standards and exclusion. It can also be constructed as increasing or widening participation. With funding being finite does widening participation to one section of the community mean that another section who may have been actively involved in learning are now excluded? A few years ago 'recreational learning' was promoted by adult education but now most adult education organisations are directing their teaching and courses toward qualification, employability and the re-skilling of the workforce. Edwards (1997) points out:

The increasingly influential discourses of a learning society harness lifelong learning in ways that are certainly prejudicial to some of the equity goals of supporters of an alternative vision of society.

The NALS was probably the most in depth analysis of adult learning involvement done in England and Wales. Sargants 1996 survey, also in depth, included Scotland, it interviewed 4673 adults aged 17 and over plus a booster sample of 528 adults in Northern Ireland. What the NALS and Sargant surveys failed to examine is how people who are participating in learning like to learn! This is something that I shall be examining later.

Lifelong learning is now on the political agenda throughout the world, this globalisation brings in a number of interesting points. Most European countries are now placing:

Heavy emphasis on policies to improve training (Tuijnman, 1992).

Andree Deane, chairperson of the Fitness Industry Association (FIA) and Director of Training of the YMCA has been recently appointed Chair of the European Fitness Network where she aims:

To tie up qualifications to ensure free movement of labour across Europe (Health Club Management, March 2000, pp 24-29).

Here we shall see the Europeanisation of the British fitness qualifications.

Lifelong learning can be seen as a key in developing a multi-skilled, competitive workforce.

As Merrifield points out:

Political lives are changing, sense of community is changing, and private lives are changing, as both the market and government intrude into what were once private spaces. These changes 'demand more than a simple retooling of workers skills, they involve knowledge, networks, cultural mores and discourses' (Merrifield, 1997, pp 321-325).

This market led approach does have its flaws, many commentators challenge the values of a learning market and left to itself could lead to unequal access.

A learning society must be concerned with widening participation and not only with a well-functioning learning market (Edwards et al. 1999).

When analysing where people found out about what they wanted to learn Sargent (1996) reported the workplace as being particularly important for the 25-54 age group with almost a third obtaining information about what to learn from this origin. Informal sources of information were far more important to older people, with friends, family and work mates ranking highest, followed by newspaper advertisements, adult education and the public library. How will the fitness industry compare with this especially with the development of the World Wide Web (WWW)?

Where do people do this learning? La Valle and Finch (1999) suggests that most face to face teaching is carried out in the workplace or in employer-run learning centres (41% of all learning compared to 22% in FE, HE and Adult Education combined). This report suggests that learning providers could help build on lifelong learning by ensuring that all learners have clear arrangements for progression to tempting and relevant further learning and are encouraged to remain active learners. Educational entrepreneurs in the fitness industry are very apt at identifying gaps in the market, this leads to the development of new courses. These supplementary courses, some of which are gimmicks others more based on sound theoretical knowledge can, when completed, lead to a more rounded fitness instructor with a wider portfolio of classes available to teach. Empowering the teacher with the skills, knowledge and ability that gives them the potential to obtain paid employment. This will be demonstrated later in my research. Other research shows that:

For the majority the motivation for taking up learning in the first place is primarily job or employment related and that people in employment by and large look to their employers for guidance. This also includes wider learning as well as on the job related learning (La Valle and Finch, 1999).

An area that was developed in the industry was the 'Exercise and Fitness Register'. This was a system for ensuring that the fitness educator stayed at the cutting edge of industry developments, by furthering their lifelong learning through attending workshops, lectures conventions, masterclasses or other learning episodes. Each year the instructor was expected to accumulate continuing professional development (CPD) credits. This register was cultivated by Asset (funded by the YMCA) who later became The Exercise Association (The Governing Body of Exercise) and finally became Exercise England.

Fees of £36.60 per year were being charged by Exercise England to become a member of its association (with compulsory insurance this figure increased to between £77.29 -£86.69) plus an annual registration fee of £35.00 to be included on the Exercise and Fitness register. The industry also has another, much larger, professional body called 'The Fitness Professionals.' Registration and insurance, for this organisation, being a little cheaper.

Ram (quoted by Sandeland, 1998) stated in the 'on line' CPD conference,

CPD is a free personal response rather than something imposed upon us by external coercion. The environment in which it is promoted should be seen in terms of a community of persons that has to be explored in human terms of communion and convergence (Sandeland, 1998).

It is generally recognised that individuals need to take responsibility for their own learning and professional development (Sandelands 1998; Major 1998; Watkins et al 1996). This view is reinforced by the Institute of Personnel and Development (1995) which states that CPD should be self directed and owned by the employee.

Watkins, Drury and Bray (1996), found that members of professional associations have responded with 'little enthusiasm' to CPD programmes and give examples of the Institute of Electrical Engineers where only four percent of members registered for their CPD programme in the first seven months and the Chartered Institute of Marketing where around seven percent of members signed up for the formal CPD programme during the first year. Add to this the

results of their survey of professional associations indicated that a core of only ten to twenty percent of members would be expected to become actively involved in any CPD event.

In February 2000 Exercise England went into liquidation as a result of trading difficulties. The Exercise and Fitness Register has been put into question but the directors are looking at ways to ensure it will continue to develop. In its present form the National Governing Body cannot trade quickly enough out of its difficulties ('End of Exercise England' *Leisure Opportunities*, Issue 255, March 2000).

Does this help to substantiate the research of Sandelands 1998; Major 1998 and Watkins et al. 1996, to be a true deliberation of the plight of CPD?

On reflection Exercise England should, perhaps, have polled the Fitness Industry as to whether they needed or wanted an Exercise and Fitness Register and whether the Industry wanted them as the Governing Body of Exercise and Fitness?

If the Exercise and Fitness Register did not work in the Fitness Industry does this mean that CPD is not happening? On the contrary my research will aim to show that in fact the opposite is true. Fitness teachers are playing a very active role in their own learning. Knowles (1984) suggests, that adults are pro active and self directed in searching for new learning opportunities.

¹ The training zone is the name given to working aerobically. It can be estimated by subtracting your age from 220, the recognised maximum heart rate (MHR). It is then recommended that participants to a class work at approximately 60-85% of their MHR. It is also understood that teachers of ETM will be working much harder than their participants.

CHAPTER ONE
RESEARCH METHODOLOGY

The issues that I explore in this study emerge out of my own quantitative and qualitative research. This was done between December 1999 and June 2000. The use of this triangulation approach was decided upon because I wanted to use the fullest and most balanced research strategy possible. The cross-checking nature of this strategy, using a number of sources to compare and contrast results seemed the wisest way to produce as broad and comprehensive a study possible. This multi-method approach was also chosen because as someone new to research, I wanted the experience of qualitative and quantitative research methods. I also wanted to use the research project as personal development and a learning process, what Usher and Bryant refer to as the:

Generative and ultimately educative process of doing research itself. (Usher and Bryant, 1989, p 161).

As is well documented most research studies steer a course between what is desirable and what is feasible. The work done in this study was feasible although desirability issues will be addressed in a later chapter.

QUANTITATIVE RESEARCH

A questionnaire was designed at the beginning of this research project (see Appendix One). The purpose was to gather as much useful quantitative data as possible. The questions were kept as short as possible, so as not to put people off by time constraints when filling in.

These questionnaires were distributed to many of my former students. I spent many hours attending training courses and instructor meetings where I persuaded attendees to complete them. Colleagues also helped by getting their friends and colleagues to fill in a questionnaire 'snowball sampling'. Although many of the participants were my former students many others however, had trained with other organisations.

A total of 123 were returned and provided the data for this dissertation. The gender breakdown was 75.6 % female (n = 93), and 24.4% male (n = 30).

QUALITATIVE RESEARCH

Four teachers of ETM were chosen to be interviewed. This was thought to have the effect of ‘fleshing out the bones’ of the questionnaire.

The choice of subject was decided upon in the following way. I wanted qualitative views of someone that had recently qualified and been teaching for six months, participant Robert Evans (R.E.), the views of a teacher who had been teaching for a medium period of time, five years, participant Kelly Raines (K.R.), the third subject Vera Cherio (V.C.) had been teaching for nine years. This participant was also chosen because she had left full time education at the age of 14. My final choice was Helen Carpenter Waters (H.C.W) as she was one of the first people to teach ETM, she then went on to become an internationally renowned fitness presenter and the aerobic champion of Great Britain in the mixed pairs. Reflections on these choices can be found in a later chapter. The initial approach was informal; by phone or in person giving an initial explanation of my motives and the course I was doing. Interviews were carried out in a number of places, cafes, rest areas of the workplace and at one person’s home. The subject’s wishes on the time and place were always adhered to. A relaxed atmosphere was created with as few interruptions as possible, the interviews usually lasted between 20 – 30 minutes.

DATA GATHERING

The quantitative study whilst being mainly based on South East of England did have samples from other parts of the UK including Birmingham, Lancashire and the West Country. It did not however attempt to reflect the full diversity of the United Kingdom. The qualitative subjects were all based in the South East of England.

RELIABILITY

The findings in question number four, ‘Educational Qualifications prior to completing the RSA ETM course’ did raise some concerns. Although this was a narrow survey and not random, these educational qualification achievements did seem a little high, to back up the

research findings another sample of ETM students were looked at. This new sample comprised of 68 different subjects and of these 40 percent were educated to degree or higher whilst, in this sample the number with no educational qualifications rose to seven percent. These findings did suggest that respondents did fill in their questionnaires reliably. Perhaps my high profile position in the fitness industry unknowingly influenced some of the results. The nature of this position means that many of the respondents were high flyers in the industry. The people who tended to respond to the survey were the ones who were teaching and working in the field. Could it be that some of the people who failed to respond could have been less likely to be lifelong learners?

VALIDITY

Some completed questionnaires were rejected as 'invalid' for use in this research because the subjects were not qualified in ETM (the questionnaires had found themselves in the hands of tutors of other disciplines). Where a questionnaire was incomplete or wrongly completed these questions were treated as unusable data!

I became aware of the power relationship that exists between interviewer and interviewee. As the researcher I was seen to hold the knowledge and being the one who asked the questions had the power to steer the conversation. As Roberts (1981) has pointed out, the researcher in the process of interviewing is:

Establishing rapport as human beings, but uses this humanistically gained knowledge for scientific ends.

I am also aware that by highlighting some of the interview certain things will be left unsaid. By being the researcher and posing the questions that I used, I must have influenced the respondents to recall certain facts rather than others, and to respond to me in a certain way.

ETHICAL ISSUES

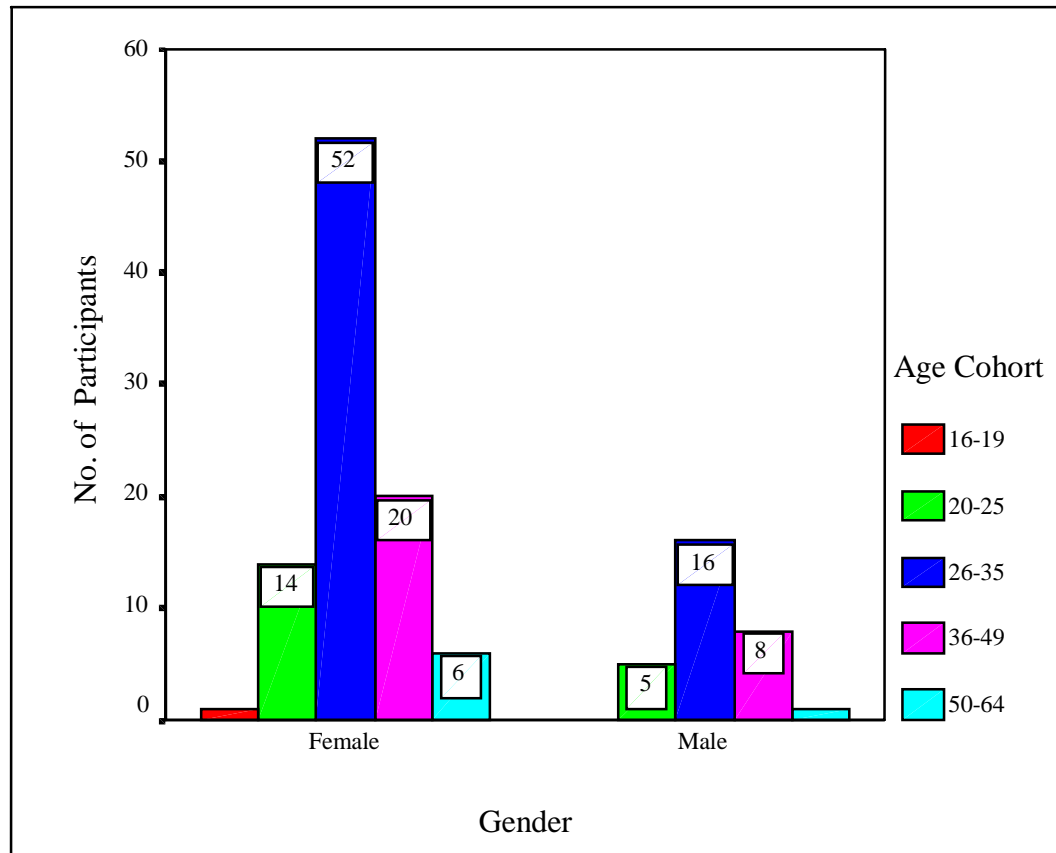
In the quantitative stage of the research its purposes were outlined at the beginning of the questionnaire. The respondents were offered a choice of anonymity. For those who chose to disclose names and addresses, confidentiality was assured. Many of the respondents were curious about the research and several questions were asked. I always took the time to explain the research and its implications clarifying any ambiguities.

In the qualitative research a more in depth explanation was offered thus ensuring informed consent. Interviewees were offered a copy of the transcribed interview with the offer of changes if they wanted to retract any statement, however no body took up this offer.

CHAPTER TWO
RESEARCH FINDINGS

2.1 Participation with reference to Age, Gender and Ethnicity

Graph One Sample by Gender and Age n = 123



AGE AND GENDER

The age breakdown against gender is shown in Graph One. There were no males and only one female in the 16 – 19 age cohort and only one male and six females in the 50 – 64 group. A possible explanation for lack of people in the 16 – 19 age group could be that younger people are perhaps not mature enough to exhibit the necessary skills and confidence to cope with class teaching. Another possible interpretation that could explain this might be that, until eighteen months ago, the age limit for participants to be able to complete an RSA ETM course was eighteen. With regards to the low numbers in the upper limit 50 – 64 an interpretation could be that 50 is seen as a cut off, by the Fitness Industry. Many training organisations run 50 plus courses and many people in this age group go on to teach exercise for seniors which does not always fall into the ETM category. Add to this the ageism that seems rife not only in this industry but is also true of many United Kingdom employers (Jones 2000).

ETHNICITY AND GENDER

People of different cultural backgrounds are likely to have different needs in relation to studying and learning, with this in mind the twelve options categorising ethnicity chosen for the study reflect the diversity used in Sargant (1996) and Beinart and Smith (1997).

Some interesting findings emerged in looking at the breakdown of participant's ethnicity.

Of the twelve categories used in the survey, only people from six of these groups participated.

No representatives from Indian, Pakistani, Bangladeshi, Chinese or other Asian ethnic backgrounds were recorded. Perhaps these findings may reflect many sports including Football where none or very few Asian or Chinese players are seen? On reflection of the 2000 plus teachers that I have trained and countless verification visits nationwide, I can only think of three trainees from these groups. These ethnic minorities have a very low representation in the ETM field, reasons for this could include cultural differences, different priorities or perhaps a lack of health education? This is an area that I have identified for further research.

Of the sixteen people who ticked 'other' participants choose to identify their ethnicity as Irish, Mauritian, Swede, Welsh, White African, White Australian, White European, White New Zealander and White South African.

Table One **Sample by Ethnicity and Gender** **n = 123**

Gender	White British	Black Caribbean	Black African	Mediterranean	Black British	Other	Failed to Respond	Total
Female	68	3	2	1	5	12	2	93
Male	14	1	2	2	7	4	0	30
Total	82	4	4	3	12	16	2	123

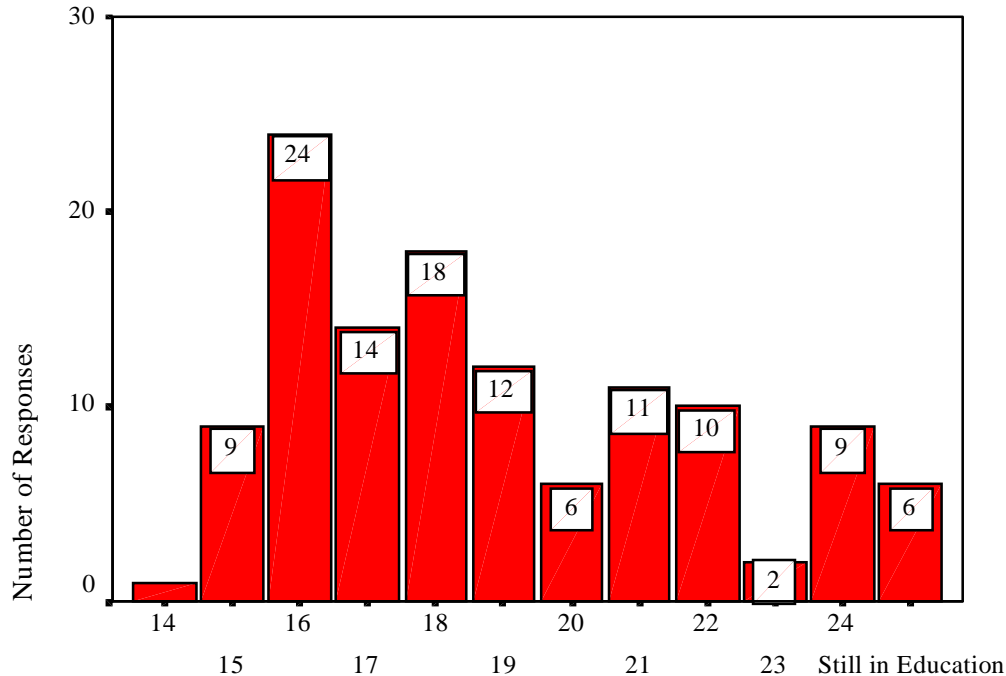
With only 30 males in the survey a disproportionately large number of Black males were included in this sample. One explanation for this could be the culture seen in many British schools of encouraging Black youth to participate and excel at sport. This would seem to be backed up by R.E. who identifies himself as Black British and when questioned about his school days answered:

I was particularly good at football. I was the captain of the school football team but I was on every team available. Tennis, Athletics, Basketball, you name it I was on it. I like to work with my body. I was a voice and data engineer, the money was good but my heart was not in it. I was at a crossroads. I decided on fitness because I found it more rewarding, the money is very poor but I find it more a pleasure than a chore. I enjoy it a lot more.

2.2 Participation by Terminal Age of Education, Qualification at time of completing ETM Course and Number of Training Courses attended.

Graph Two

Terminal Age of Full Time Education



TERMINAL AGE OF FULL TIME EDUCATION

From Graph Two a school leaving age of sixteen was the largest group in the survey although many ETM teachers have enjoyed the benefits of further education.

As is well documented, one of the best single predictors of adult learning continues to be the length of initial education (Sargant, 1996). As I had one participant who terminated school at fourteen I thought that a more in depth qualitative approach could be used here. When asked why she left school at 14, V.C. replied:

Number One, when I was going to school, at that time you either had to be extremely gifted or extremely wealthy to go on to higher education and if your birthday happened to be in the summer holidays you left school at 14 if you didn't go onto higher education. Number two is, I only ever wanted to be a dancer and I thought why do I need school? I'm going to be a famous dancer and travel all over the world. Why stay on at school? That's basically the bottom line.

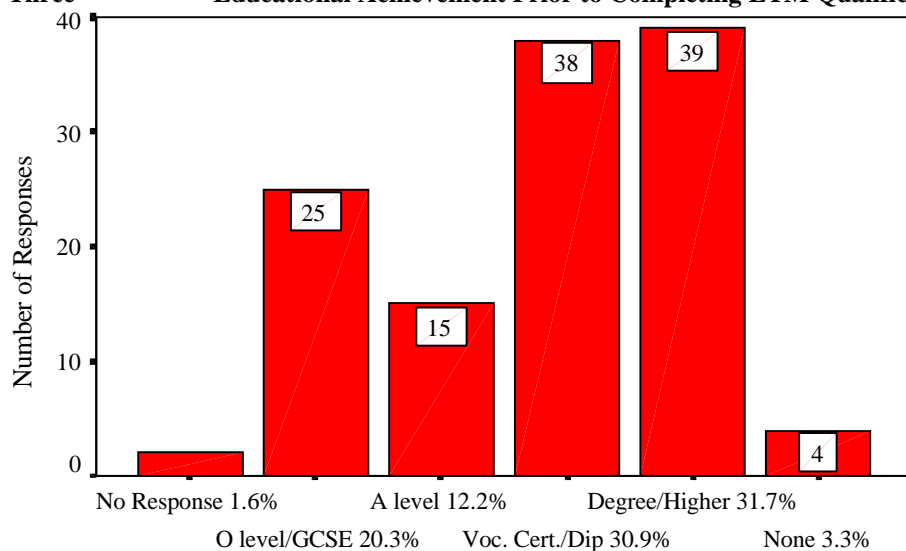
I hated school passionately. It was the fact that I wasn't dancing, that it was stopping me from going out there and getting what I wanted to do in my life.

When probed about leaving education at 14 V.C. went on to add:

I don't consider myself uneducated at all. I speak several languages, can deal with people from international negotiations to getting a job in the local gym. I have never had a problem, I can discuss anything with anybody. I'm more or less self educated. When my husband and I were interviewed we had to have Intelligence tests, I actually scored higher than him. I scored off the range in intelligence. This kind of blew my mind, I thought hey I'm dumb, I haven't been to school. I never knew I was intelligent but I knew that I could dance so it was quite interesting that I was actually intelligent as well.

EDUCATIONAL ACHIEVEMENT

Graph Three Educational Achievement Prior to Completing ETM Qualification



The findings shown in Graph Three suggest that people who enter fitness teaching are generally better qualified than the respondents included in the Learning Divide survey (Sargant, 1996). In my survey over twelve percent indicated education to A level. This compares with Sargant's findings that only nine percent of full time and seven percent of part time workers were educated to the same level. A similar observation is true of degree or higher qualification. Sargant found that undergraduate degree level accounted for twelve percent of full time and seven percent of part time workers. Furthermore, three percent of full time and one percent of part time workers were educated to postgraduate or higher degree. This shows that fitness education attracts more highly educated workforce with over 31 percent educated to degree level or higher. The numbers holding no formal qualifications

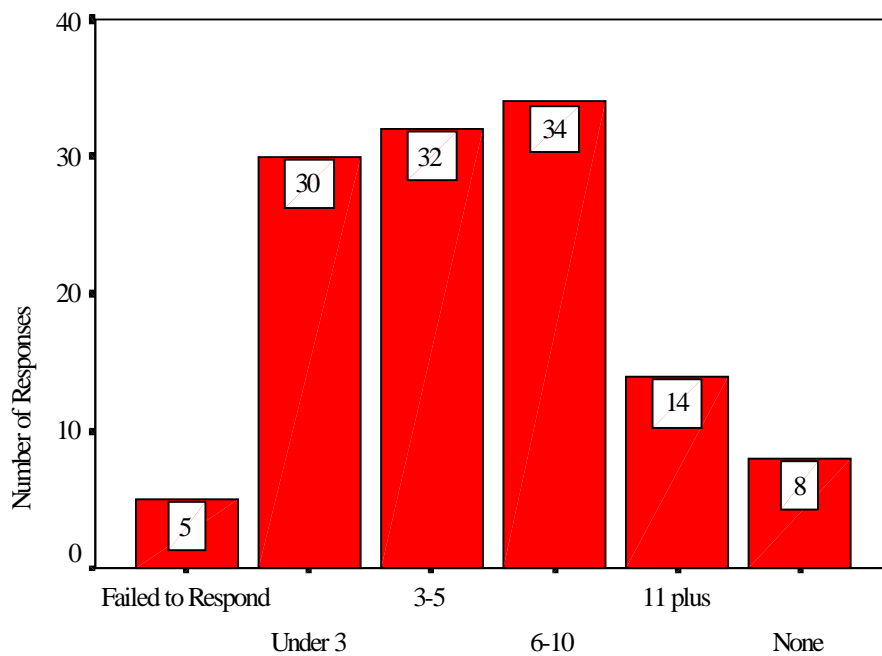
were fifteen percent of full time and twenty seven percent of part time employees in the Sargant survey, much higher than three point three percent found above.

RECENT TRAINING

As Graph Four illustrates training, workshops and master classes are seen by the ETM teacher as being very important ways of keeping abreast of developments within the fitness industry.

Many teachers had participated on between six to ten learning episodes in the past two years followed closely by between three to five such episodes.

Graph Four Training Done in Last Two Years



Number of Courses, Workshops or Master Classes attended

2.3 Educational qualifications achieved and source of payment

Table Two Fitness Qualification achieved and who paid

Course	Sponsor	F	M	Total
Aqua	Self	13	2	15
	Employer	12	4	16
Step	Self	40	9	49
	Employer	8	1	9
Circuits	Self	21	9	30
	Employer	7	2	9
Gym Instruction	Self	24	12	36
	Employer	10	6	16
Spinning	Self	4	1	5
	Employer	15	6	21
Body Pump/Max	Self	7	5	12
	Employer	25	5	30
Cardiac Rehab.	Self	4	2	6
	Employer	3	1	4
G. P. Referral	Self	4	5	9
	Employer	6	1	7
Nutrition	Self	14	7	21
	Employer	4	2	6
Personal Training	Self	17	11	28
	Employer	3	4	7
Post & Anti Natal	Self	9	3	12
	Employer	9	3	12
Exercise & Ageing 50+	Self	7	3	10
	Employer	6	4	10
Studio Co-ordinator	Self	2		2
	Employer	4	1	5
Pilate's	Self	5		5
	Employer	1		1
Yoga		0	0	0
Massage	Self	12	3	15
	Employer	4	2	6
Other	Self	13	2	15
	Employer	1	1	2

Whilst Step Aerobics is by far the most popular course completed and paid for by the teacher, Spinning and Body Pump/Max were the popular courses paid for by the employer. I would suggest that this is due to moves by Fitness Professionals (a professional fitness organisation) to tie up these markets. These classes are a franchise of the Les Mills Organisation. The health clubs and the fitness instructors offering these classes need to be part of this franchise. All equipment used in the class, music played and choreography used must all be purchased

through Fitness Professionals. The instructors must attend four workshops per year to learn the new choreography and buy the new music tape or compact disc that goes with this workout. The marketing of these courses is aimed at the health club chains which employ the ETM teacher.

When asked about further training since the completion of his RSA ETM R.E. replied:

I have done a lot of 'in house' training. I did a body sculpt course, which was similar to a body pump course. It gave me a few ideas on technique. It helped me ensure that everyone does the exercises correctly. I also went on a spinning course. Spinning was completely new to me so I found the course interesting. I am planning to teach spinning, starting next week. At the moment those are the only fitness related courses that I have done but they won't be the last.

Yoga on the other hand got a nil response from all participants. The reason for this, I would offer, is that the two disciplines do not sit happily together. The contraindicated nature of some of the Yoga positions and the lack of research evidence to its benefits contribute to this.

Of the 17 participants who ticked 'other' no generalisations can be drawn although I would add that the vast majority of these courses were physical.

Table Three Teaching Qualifications and Source of Payment

Qualification	Sponsor	F	M	Total
C&G Teacher Training (7307)	Self	6	4	10
	Employer	4		4
Cert. Ed.	Self	3	2	5
	Employer	5		5
Dip. Ed.	Self	1	1	2
	Employer	1		1
B Ed.	Self	2	1	3
	Employer	3		3
PGCE	Self		1	1
Masters in Education	Employer	1	1	2
Other	Self	4	2	6
	Employer	1		1
	½ Self ½ Employer	1		1

As can be seen in Table Three only ten people were educated to Certificate of Education level, this works out to only eight percent. I feel that this number is quite low and would

suggest that a Certificate of Education might be offered by a college or university where, the syllabus was geared towards the skills needed in the teaching of movement based education. For the ETM students this could include practical advanced teaching techniques as well as highly evolved choreography with a little more in depth Anatomy and Physiology adding to what is already taught on the RSA ETM course. When asked how her Certificate of Education had helped her teaching H.C.W. replied:

It did help. It introduced a bit more psychology for me and I found that very useful. I hadn't really thought a great deal about that when I was talking about learning theory. I applied that to my teaching. I also applied it to my teaching as a presenter. I put together a lot of the information I got from my Cert. Ed. into the teaching section of one of my presentations. So it was useful for putting that together because if I had been given that information it would have made me a better aerobics instructor. As a teacher and lecturer it knocked my confidence a lot. It made me double think everything I thought or said. When your students fail or are unsuccessful, you are supposed to blame yourself, that's the impression I got. I took it all on board, bearing in mind that whilst I was doing this most of my students were beauty therapists and not very motivated. It became a bit of a weight on my shoulders to motivate the beauty therapists and lead them to success. So when I finished the course and you're being assessed you seem to feel as though you're not doing anything right, that's how I felt. It took me a couple of years to get my confidence again after doing my Cert. Ed.

Table Four Other Educational Qualifications achieved source of payment

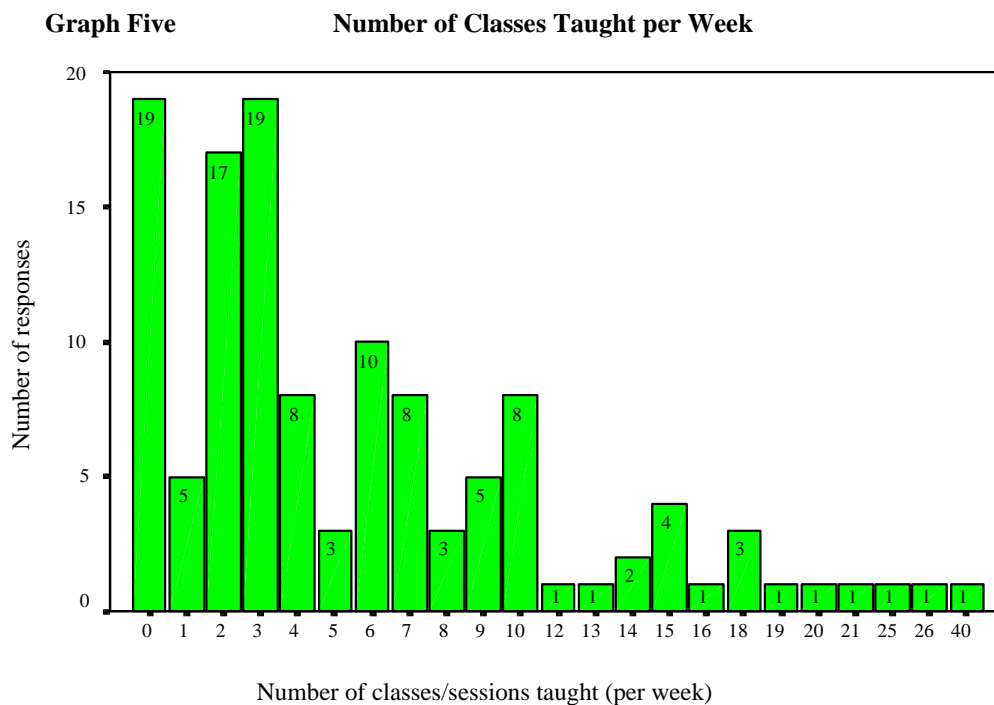
Qualification	Sponsor	f	m	Total
D32/33 Assessor Award	Self	7	1	8
	Employer	5	2	7
D34 Internal Verifier	Self	3		3
	Employer	3	1	4
D35 External Verifier	Self	1		1
	Employer	3	1	4
D36 APA Assessor	Self & Employer			
Degree	Self	8	1	9
	Employer	3	1	4
Higher Degree	Self	4		4
PhD or equivalent	Self & Employer			
Other Courses	Self	4	2	6
	Employer	1		1

As can clearly be demonstrated from Table Four, when study takes place at degree or higher level the costs of such study fall onto the student. Quite the opposite is true when 'D'

numbers are gained. These Training and Development Lead Body (TDLB) National Vocational Qualifications (NVQ) are awards for Assessors, Internal and External Verifiers. Employers are required have qualified assessors and Internal Verifiers to get centre approval to offer training courses. Perhaps this explains why employers are willing to include them in their staff development programme.

One fact that did come to light was that out of all respondents none were qualified to D36 which is the Accredited Prior Achievement award (APA). Perhaps this is because Qualifications and Curriculum Authority (QCA) do not insist that assessor's have this qualification for APA.

2.4 Teaching and learning commitment, preferred mode of learning and subjects taught.



As you can see from Graph Five, participants have a wide teaching commitment. The mean for the whole group is six classes per week. Whilst for males this increases to eight point six classes per week, it decreases to five point two for females. A possible factor could be the increased strength and cardiovascular output of men over women or is it the popularity of male tutors in this predominantly female exercise format? It could also be suggested that in the current socio-economic climate many men are encouraged to work full time outside the home whilst women are generally required to work within the home, many looking after children?

TIME SPENT STUDYING AND LEARNING ABOUT FITNESS

When asked how long the participants spent learning and studying about fitness, Graph Six identifies the findings. I expected that the 19 who taught no classes would be a subset of the 24 who spent no time thinking about fitness. This was not the case when the statistics were analysed. Only 42 percent taught no classes whilst a further 42 percent were teaching five or

more classes per week. This is of concern because ten instructors from the survey are teaching five or more classes per week with no thought at all about the content of their classes.

For the whole survey the mean was four point five nine hours per week. The gender breakdown of the mean is, females spend four point six eight hours per week learning and studying whilst this decreases to four point three for males.

But what do ETM teachers think about? When asked what she thought about in the three to five hours that she had stated she spent thinking about fitness H.C.W. replied:

I don't ever think I turn off actually. I think about all sorts of things, my class, my students, my colleagues, sometimes because I've had an issue with any one of them, had a question I don't know the answer to, I go back and find out the answer.

On the same subject R.E. stated:

I make sure that I have good preparation. Make sure that I show good technique because I do not want anyone to have any injuries I want to make sure that everything is safe and effective.... I always try to plan my lessons. Because I do not want to go into the class and not know what to do because this looks unprofessional. I write down and keep lesson plans in my head. I write every thing down but I can change it in my head. It won't be strictly to the plan that I have written down but it will be close to it.

When asked about her time spent thinking about fitness K.R. confirmed:

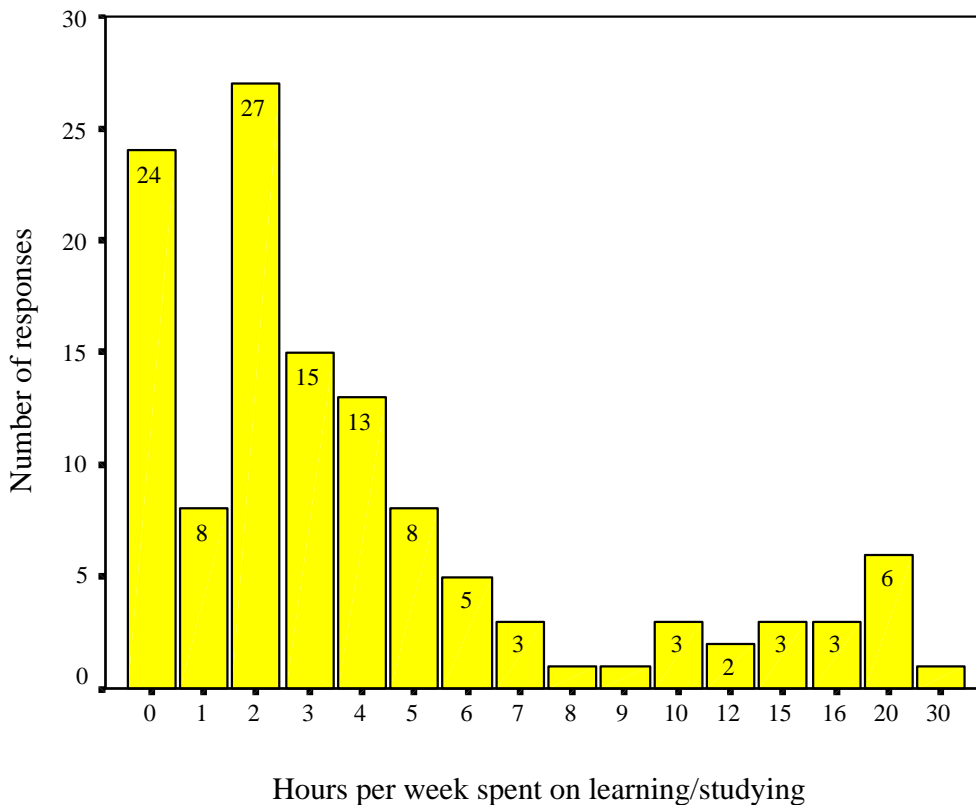
I start the night before by dreaming about what I am going to do. When I do set classes each week I like to think about what I taught last week and how I can change it this week. For example my bums legs and tums I do something different every week I either use weights, bands, step and body weight and either do more Aerobic work or more floor work. I try to change it every week. I get relevant magazines and things like that to get new ideas, I haven't been on a lot of courses over the last year because I have just had a baby but my new years resolution is to find out more.

V.C. on the other hand expressed the view:

I have notes, my own sort of notes developed in my own style that I can pick and choose movements etc. I have a half an hour train journey, so I use the train journey to work out my moves. I pick the

music I want to use throughout the day. I do get people in the class who don't speak English well, and if I don't know their language its difficult to help them out, I then have to change everything make it simpler so they can follow me. So I do plan for about half an hour on the train before I get here. My choreography notes are in hieroglyphics that only I can understand.

Graph Six Time Spent on Learning/Studying about Fitness.



THE ETM TEACHERS PREFERRED MODE OF LEARNING

As shown in Table Five, by far the most favourite way to learn was a workshop with master class in second position. Formal lecture, informal discussion, video and television proved a less popular mode of learning with books and magazines trailing way behind. This could throw some light on why distance learning courses in the area of ETM have never been popular in the industry. It would also indicate that the vast majority of aerobics instructors like to learn by doing.

Table Five Preferred Mode of Learning

WAY TO LEARN	PREFERENCE						TOTAL
	Most Favourite			Least Favourite			
	1	2	3	4	5	6	
Workshop	54	40	9	10	2	3	229
Master Class	25	27	22	12	19	12	360
Informal Discussion	10	17	19	28	21	18	426
Formal Lecture	21	17	14	15	12	35	427
Video/TV	11	4	29	24	30	15	442
Books/Magazines	6	11	19	25	28	25	475

Learning by doing, as a style of learning enjoyed by ETM teachers, is also backed up in the qualitative data. When asked what he liked about workshops R.E. replied:

The thing about a workshop is that it is short, either a learning day or a weekend, where you can pick up tips to try to help you in your progress rather than actually a long course where you, arguably, could lose interest after a while. Where as a workshop is short so your attention span should be there. I prefer the practical to the theory but for everything practical you must have a theoretical side. The two go hand in hand.

When K.R. was asked why her preferred method of learning was a workshop expressed the view:

I am not a very studying type of person. I have a lack of concentration... Workshops to me mean that you are active, I mean you are an instructor I don't like sitting on my backside I like to get up and do things, practically getting on with it. You are in the fitness industry I don't think that you want to sit there and listen to what someone has to say all day long, you want to get up there and try it.

On workshops HCW responded:

I like the chance to have a play with something, be given an idea and then go off and try something with it. It depends on who I'm in the workshop with. Sometimes some people just don't commit. Often through a lack of confidence, I'm sure, but it makes you feel a bit self conscious as well but I'm not past making an idiot of myself. If I make a cock up well then that's why I'm there – to learn.

Formal lecture as a preferred mode of learning came fourth in popularity. When this subject was raised R.E. interjected:

Formal lectures can become boring very very boring very very quickly I have to say that for the first half an hour to an hour you listen riveted. Then after a while you start to think about what you will be having for dinner because your not really taking part... someone is just talking or telling you. It's a bit hard to keep my attention span going.

Whilst K.R. thought that lectures:

Are too formal. I think that you feel like you are at school and are a naughty kid. Its very formal isn't it? I like lectures if it is specifically something that you want to know about. If you are not interested in it but you have got to learn it then I think that you don't take it in. You can only take in so much information that you want to hold.

When probed on lectures H.C.W on the other hand:

Liked to listen to how, and then I like to have a go, but I like to hear all about it first... obviously it depends on the quality of the person giving the lecture. I just long to be a student. Open my ears and listen to somebody – some people you can listen to for hours... Some people can make a theory lecture quite... I don't know? practical, by demonstration, visualisation, lots of examples – that helps. I prefer to sit there with my notebook and chill it over.

When Master Class as a mode of learning was mentioned K.R. admitted:

I go to nick everybody's moves, doesn't everyone?

Whilst H.C.W. reasons for learning from a master class were much different:

Depends where I'm at – my master classes are aimed at people who need class ideas. I don't need class ideas I've got plenty so why would I want to go to a master class?

Learning from books and magazines was the least popular choice as a mode of learning. When probed on the subject of books as a preferred method of learning K.R. expressed the view:

I was not very good at English. My spelling was atrocious, my imagination side of things was never very good.. I was not very good at writing, I could design something on a wall which was very eye catching but actually writing something out wasn't my forte.

On the subject of books and magazines R.E. injected:

In the last 12 months I have bought the ETM book the Australian book. (Fitness Leaders Handbook interviewer) yes that's the one. Someone leant me the 'A' level standard exercise & teaching manual, which is quite good. It is written down quite basically though which is quite good especially if you are trying to talk to people & tell them things you have learned.

SUBJECTS TAUGHT OTHER THAN ETM

Over 65 percent of respondents did not teach any subjects other than fitness. Of the remainder Dance was the most common response, although it might be added that many of the subjects were practically based.

JOBS DONE OTHER THAN TEACHING

Of the 123 participant surveyed a third were professional teachers who did no other job than teaching. Of the 67 percent who did not teach full time the next highest representation worked as Gym Instructors which accounted for a further seventeen and a half percent. The diversity of jobs represented in the remainder was so broad that inferences could not be drawn.

REASON FOR LEARNING

Respondents were asked to choose their main reasons for learning. Table Seven shows the results of this question. The most important reason for learning was ‘interest in the subject’, followed by, ‘to change the type of work that I do’, ‘get a recognised qualification’ and ‘the enjoyment of learning and studying’. ‘To get promoted’ and ‘to meet people’ scored less importantly in the participants reason for learning.

Table Seven **Reasons for Learning**

Reason for learning	Age					Gender	
	16-19	20-25	26-35	36-49	50-64	Fe- male	Male
To get a Job	1	6	20	7	1	23	12
To get a job with a different employer		2	6	7		10	5
To change the type of work I do		10	32	15	2	43	16
To earn more money	1	6	13	8	1	21	8
To get promoted		1	1	1			3
To get a recognised qualification	1	6	29	18	3	44	13
To make my teaching more interesting /satisfying	1	5	30	12	1	38	11
To help in my job		2	16	8	1	18	9
Interest in the subject	1	16	52	21	7	73	24
To meet people		3	10	8		18	3
I enjoy learning & study		8	27	13	6	44	10
Had no choice			1	2		3	
Other please state			9	3	2	12	2

These findings are backed up by the qualitative data collected.

When asked about his reason for learning R.E. explained:

I want to improve my knowledge about the body. I want to take it further and deeper so I can help other people but more importantly for my own personal gain. I think that the more I know, the more that I can help myself in my own training and try to help other people. I think that

knowledge is power the more knowledge you have the more power you have.

K.R. on the other hand stated:

There is always something to learn in the fitness industry. They are changing it all the time, finding out research. Basically the more you do the better you become.

When probed on this subject V.C's. reasons for learning were:

Well I might like to learn just to know it, to say hey I'm doing the best I can... there's nothing out there that I don't know. Then I can decide whether I want to use it or not.

H.C.W. when asked the reason for learning answered:

Having done the RSA... I think that gave me the strongest foundation and confidence. There is so much that I am learning all the time so I think the RSA ETM was my biggest benefit, that initial course and that's allowed me to be a bit more reflective. I go on a course and work out what I like and don't like about it. What would work for my clients and what. I can disregard. Maybe even come to use it in the future or sometimes not even use it at all.

LOCATION OF LEARNING

The private training centre was found to be the most popular location of learning for people teaching ETM. This is the opposite of the findings of Sargant (1996) who in *The Learning Divide* found that only three percent of their respondents learned in such a location. This difference could be explained by looking at who controls fitness education. Whilst the majority of vocational education is in the Public Sector, the Private Sector control fitness education. This could also explain why the health club proves to be a popular place of learning. I would suggest that this is due to the number of training organisations hiring such venues for their workshops, master classes and lectures. Other places that fitness instructors learned were abroad, conventions and centres of excellence for National Athletes.

Table Eight**Location of Learning**

	Valid Responses	
	Number	Percent
Where I work	35	14.3%
Private Training Centre	46	18.8%
Health Club	44	18.0%
YMCA	36	14.7%
College	35	14.3%
University	20	8.2%
At home	23	9.4%
Somewhere else (see text)	6	2.4%

2.6 Summary

In summary of the research undertaken the following points represent the main findings;

- This study found few people over the age of 50 teaching ETM.
- No persons from Indian, Pakistani, Bangladeshi, Chinese or other Asian ethnic groups were recorded in this investigation.
- A disproportionately large number of Black males were found to be included in this survey.
- A school leaving age of sixteen was the largest group in the survey.
- Over 31 percent of respondents in this survey were educated to Degree level or higher.
- Many teachers had attended between six and ten courses, workshops or master classes in the past two years.
- Step Aerobics was the most popular course when paid for by the teacher.
- Body Pump/Max was the most popular course when paid for by the employer.
- Eight percent of respondents possessed a Certificate of Education qualification.
- No respondents were qualified in D36 TDLB Accredited Prior Achievement award.
- The mean for the number of classes taught was six classes per week rising to eight point six for men and decreasing to five point two for females.
- Teachers who took part in this survey spent on average over four and a half hours per week studying and learning about fitness.
- The most favourite way that an ETM instructor preferred to learn was in a workshop whilst the least favourite was from a book or a magazine.
- Information about courses was primarily obtained by word of mouth followed closely by newspaper advertisements.
- The main reason for learning was interest in the subject.
- The most popular location of learning was the private training centre although health clubs were another popular place

The findings of this research go some of the way to answering the questions posed in the introduction. These findings provide the hard evidence to support what many in fitness education suspected, that lifelong learning is seen by many fitness teachers as the key to developing a multi-skilled, competitive edge. Furthermore the research goes some way to adding to our intuitive knowledge.

CONCLUSION

CONCLUSION

One of the questions raised in my original research proposal was to explore the myth that the industry is made up from mainly ‘Himbos and Bimbos’. I can now conclude that this is not the case. This study has highlighted the fact that many ETM teachers are committed to lifelong learning. This commitment is strong even when the teachers themselves are paying for the training.

Another key research question was to try to find out how qualified the fitness industry was? The findings show that, in comparison with other industries, fitness and exercise has generally a ‘better qualified’ workforce. Many of the teachers, involved in this research, attended a great number of further education courses and spent a great deal of time thinking and learning about fitness.

It has also gone a little way to answer another question posed in the original research proposal of identifying any educational trend within the industry. It shows that there are moves within the industry to include in service training within the workplace. Illustrating that a learning organisation can meet the demands of a competitive market. Thus ensuring its workforce are flexible enough to cope with the ever changing requirements needed to keep ahead in this combatant demand.

One of the more interesting findings, for me as a practitioner researcher, has been the way that people who use their bodies as teaching tools like to learn. Whilst realising that workshops were a popular form of learning I could not have predicted the enormous swing of popularity towards this type of learning. This will have a profound effect on my future teaching.

My final research question ‘Why and where do teachers do fitness education’ has also started to be answered. It has shown that there is much lifelong learning done within fitness

education and this learning originates from a passion and love of the subject. The place such learning takes place is not in the more conventional places of learning for example Colleges or Universities but in a more fitness friendly locality; the health club or private training centre.

H.C.W. sums up my and many tutors feelings who work within this field:-

Complete and utter passion. I think I'm driven and I've had opportunities...I think I have a vocation, god has decided that this is my vocation. I'm going to be a poor aerobics instructor forever more and don't want anymore than that. I want to write something for Fit-Pro asking what's wrong with being an aerobics instructor? I think it's a fantastic job I really do. I'm probably a little simple, but I think I'm blessed.

If I've made a difference (to peoples lives) even if it's made a small amount of difference in a small amount of time, then I have done my job... you can't buy that, that is one of my motivations, it feels great!

The findings here are very encouraging for the industry. Perhaps this could be one of the reasons for the phenomenal growth within the fitness industry over the last few years. It could also be argued that it might be a contributing factor to the forecasted future growth.

REFLECTIONS

I am conscious of what has been left out of this research and am alert to its limitations.

If I were to begin this piece of research again I would approach it differently. Whilst I have found this voyage of discovery both exhilarating and stretching. On reflection I could have saved time and an awful lot of heartache with better planning. I would not have looked at class teaching. I do not think that any correlation between number of courses attended and quality of teaching could be analysed within this research. It was perhaps a little too ambitious for this research project. I would now identify this as an area for further study.

I would have done the qualitative interviews after the gathering of the quantitative data. This would have sped up the interview process. I could have identified and asked relevant

questions. The time and effort wasted here could have been better spent interviewing more people.

With hindsight I may have used a different criteria for picking the subjects for interview. Some of the areas that could have been monitored are age, ethnicity, gender and sexual orientation. Although male and female subjects were used and one was black, on reflection I could have used subjects that better represented other sections of the community.

The questionnaire could have been constructed differently. This would have brought it into line with other studies that I wanted to compare findings with. Some of the information gathered was found to be unnecessary although I do not think that this could have been predicted at the start of the project.

- The age range used in Question Two could have been standardised, in line with other studies.
- Question Four, Box Three, Vocational certificate or Diploma should have been NVQ level 1234. This too would have been in line with other studies.
- Question Five the month of completion date for the RSA ETM did not need to be included as this information was not necessary.
- Question Twelve should have started at the age of fourteen as one of the respondents fell into this bracket. It could also have gone a little higher in the age range.

This research project has highlighted to me the need for more research into ethnicity within the industry. Why are there so few Asian and Chinese tutors in this industry? What are the barriers preventing these large ethnic communities from participating in fitness?

As a practitioner researcher the answers to how people like to learn will affect my teaching. It is very useful information particularly when planning new courses. I can utilise this knowledge by having a much better idea of how many of ETM teachers like to learn.

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ACRONYMS

ACRONYMS

APA	Accredited Prior Achievement
CPD	Continuing Professional Development
DfEE	Department for Education and Employment
ETM	Exercise to Music
EXTEND	Exercise Training for Elderly and Disabled
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
FIA	Fitness Industry Association
MHR	Maximum Heart Rate
NAGCELL	National Advisory Group for Continuing Education and Lifelong Learning
NALS	National Adult Learning Survey
NIACE	National Institute of adult and Continuing Education (England and Wales)
NVQ	National Vocational Qualification
OCR	Oxford Cambridge and RSA (Examination Board)
PAL	Pathways in Adult Learning
QCA	Qualifications and Curriculum Authority
RSA	Royal Society of Art (Examinations Board)
TDLB	Training and Development Lead Body
WWW	World Wide Web
YMCA	Young Men's Christian Association

APPENDIX

1. Research Questionnaire

RESEARCH QUESTIONNAIRE LIFELONG LEARNING OF EXERCISE TO MUSIC TEACHERS

Thank you, for taking the time to fill in this questionnaire. All information given on the questionnaire will be used for my MA research and will not be made available to anyone else. If you choose to disclose your name be assured responses will remain anonymous & confidential.

Q1 Please circle either, Male / Female

Q2 Age [1] 16-19 [2] 20-25 [3] 26-35 [4] 36-49 [5] 50-64 [6] 65 plus

Q3 Equal Opportunities Monitoring

[1] White British [2] Black Caribbean [3] Black African [4] Black Other [5] Indian
[6] Pakistani [7] Bangladeshi [8] Chinese [9] Other Asian [10] Mediterranean
[11] Black British [12] Other (please specify).....

Q4 Educational Background prior to completing RSA ETM Qualification. Please tick the relevant box/es and write a brief summary of any specialised training you may have had.

[1] O level / G.C.E./G.C.S.E.
[2] A Level
[3] Vocational Certificate/Diploma
[4] Degree or higher
[5] None

Q5 Approximate completion date of RSA ETM qualification?

Month.....Year

Q6 Approximate number of classes/sessions currently taught per week

Q7 Do you teach any subjects other than Fitness? yes no

If yes please state

Q8 Do you have another job other than teaching? yes no

If yes please state.....

Q9 What fitness courses have you completed since the completion of your RSA ETM qualification? Could you also tick whether these have been paid for by yourself or your employer.

	Paid by myself	Paid by Employer/other
[1] Aqua	<input type="checkbox"/>	<input type="checkbox"/>
[2] Step	<input type="checkbox"/>	<input type="checkbox"/>
[3] Circuits	<input type="checkbox"/>	<input type="checkbox"/>
[4] Gym Instruction	<input type="checkbox"/>	<input type="checkbox"/>
[5] Spinning	<input type="checkbox"/>	<input type="checkbox"/>
[6] Body Pump / Max	<input type="checkbox"/>	<input type="checkbox"/>
.....		
[7] Cardiac Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>
[8] G.P. Referral	<input type="checkbox"/>	<input type="checkbox"/>
[9] Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
[10] Personal Training	<input type="checkbox"/>	<input type="checkbox"/>
[11] Post & Anti Natal	<input type="checkbox"/>	<input type="checkbox"/>
[12] Exercise & Ageing (50+)	<input type="checkbox"/>	<input type="checkbox"/>
.....		
[13] Studio Co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>
[14] Pilates	<input type="checkbox"/>	<input type="checkbox"/>
[15] Yoga	<input type="checkbox"/>	<input type="checkbox"/>
[16] Massage	<input type="checkbox"/>	<input type="checkbox"/>
[17] Other (please state).....	<input type="checkbox"/>	<input type="checkbox"/>

Q10 What other Teaching qualifications have you gained?

	Paid by myself	Paid by employer/other
[1] City & Guilds Teacher Training (7307)	<input type="checkbox"/>	<input type="checkbox"/>
[2] Certificate in Education (Cert Ed)	<input type="checkbox"/>	<input type="checkbox"/>
[3] Diploma in Education (Dip Ed)	<input type="checkbox"/>	<input type="checkbox"/>
[4] B Ed	<input type="checkbox"/>	<input type="checkbox"/>
[5] PGCE	<input type="checkbox"/>	<input type="checkbox"/>
[6] Masters Degree in Education	<input type="checkbox"/>	<input type="checkbox"/>
[7] Other please state.....	<input type="checkbox"/>	<input type="checkbox"/>

Q11 What other Educational qualifications have you gained?

[1] D32/33 Assessor Award	<input type="checkbox"/>	<input type="checkbox"/>
[2] D34 Internal Verifier Award	<input type="checkbox"/>	<input type="checkbox"/>
[3] D35 External Verifier Award	<input type="checkbox"/>	<input type="checkbox"/>
[4] D36 A.P.A. Assessor Award	<input type="checkbox"/>	<input type="checkbox"/>
[5] Degree Please state.....	<input type="checkbox"/>	<input type="checkbox"/>
[6] Higher Degree Please State.....	<input type="checkbox"/>	<input type="checkbox"/>
[7] Phd. Or equivalent.....	<input type="checkbox"/>	<input type="checkbox"/>
[8] Other courses please state:-		

.....

.....

.....

Q12 How old were you when you finished full time education?

- [1] 15
- [2] 16
- [3] 17
- [4] 18
- [5] 19
- [6] 20
- [7] 21
- [8] 22
- [9] 23
- [10] 24
- [11] Still at school/ College/ full time student

Q13 Thinking about fitness, about how many hours a week do you spend on learning/studying?

.....Hours per week (please write in)

Q14 My favourite way to learn is (Please list in order of preference, **1** being most favourite, **6** being least favourite). Please do not use the same number twice.

Please insert a number from 1-6 in the box below

[1] Formal Lecture	[]	
[2] Workshop	[]	[1] being the most favourite [6] being the least favourite. Please do not use the same number twice.
[3] Informal discussion	[]	
[4] Video/TV	[]	
[5] Books Magazines	[]	
[6] Masterclass	[]	

Q15 Approximately how many training courses/masterclasses or workshops have you attended in the last 2 years?

- [1] under 3 [2] 3 – 5 [3] 6 – 10 [4] 11plus [5] NONE

if **None** please state why?.....

Q16 Thinking about fitness, how do you find out about courses that you attend? Tick as many as are relevant.

- [1] Friends/relatives/work mates
- [2] Printed publicity (posters leaflets etc.)
- [3] Newspaper adverts ie Health & Fitness, Fit Pro mag.
- [4] Colleges
- [5] Evening Institute / Adult Education Centre
- [6] University
- [7] Library
- [8] TEC (Training Enterprise Council)
- [9] Work/ Employer
- [10] Job Centre
- [11] Radio
- [12] Television
- [13] Internet
- [14] Other (please state).....
- [15] Cannot remember

Q17 Thinking of your fitness education which of the following best describes the reason you started your fitness learning? Tick as many as are relevant.

- [1] To get a job
- [2] To get a job with a different employer
- [3] To change the type of work I do
- [4] To earn more money
- [5] To get promoted
- [6] To get a recognised qualification
- [7] To make my teaching more interesting/satisfying
- [8] To help in my job
- [9] Interest in the subject
- [10] To meet people
- [11] I enjoy learning & study
- [12] Had no choice
- [13] Other please state.....

Q18 What is /was the main place that you do/did this learning? Tick as many as relevant

- [1] Where I work
- [2] Private training centre
- [3] Health Club
- [4] YMCA
- [5] College
- [6] University
- [7] At home
- [8] Somewhere else please specify.....

Q19 In the future I am planning to do courses in the following:-

Please state.....

.....
If you would like to be considered for inclusion in further research on this project please fill in the following.

Name.....

Address..... **Telephone No**.....

.....

2. Research Proposal

MA in Lifelong Learning Research Project Proposal Form II

Name: Paul Southwell

Proposed title of research project

Where are they now?

Key purpose of research

An inquiry into the lifelong learning / education, of teachers, in the Fitness Industry.

Significance of the research purpose

- 1, Satisfy my curiosity as to where teachers go (educationally) after completing their initial RSA teacher training.**
- 2, An attempt will be made to identify significant trends which could have implications for policy decisions for fitness education.**

Key research questions

- 1, How does education in the fitness Industry compare with other studies i.e. The Learning Divide, Naomi Sargent. NIACE 1997. National Adult Learning survey 1997, Sarah Beinart & Patten Smith Social & Community Planning Research (SCPR) D.F.E.E. Research Report No 49.**
- 2, How qualified is the 'Fitness Industry'**
- 3, What are the educational trends in the Industry?**
- 4, How do people who use their bodies as a teaching tool like to learn?**
- 5, Why & where do they do this education & how did they hear about it?**

Where did these questions come from?

- 1, My interest into the lifelong learning of teachers that I have trained.**
- 2, Try to understand the business/marketing aspects of the fitness industry.**
- 3, How, why & where people learn?**
- 4, Who pays for fitness education?**
- 5, Does doing 'lots of courses' make you a better teacher?**

Expected outcomes from the research

- 1, Trends in the lifelong learning of fitness teachers which can be published and used by other fitness educators or fitness professionals.**
- 2, Explode or confirm the myth that the industry is 'Himbos & Bimbos'**
- 3, MA from Birkbeck College.**

Research schedule and milestones

October 99, decided on research subject.

November/December 99, Draft & pilot questionnaire, obtain comparable studies & do background reading.

January-April 2000, send out & get back questionnaires, interview & observe 2-3 teachers. Write literature review.

May 2000, Analyse Data.

June/July 2000 Write dissertation.

Dissertation plan,

1500-2000 words literature review.

4000-5000 words qualitative findings

4000-5000 words quantitative findings

1500-2000 words conclusion recommendations

Research methodology

Multi method approach 'Triangulation'

The study will comprise of quantitative and a qualitative stage, the former feeding into the design of the latter.

Quantitative research through questionnaire.

Qualitative research by a series of interviews with teachers.

Teaching observation of above teachers.

An attempt will be made to look at the link/s (if any) between the education of teachers & their pedagogy.

Justification of methodology

Cross-checking the existence (if any) of links between education of teachers & their pedagogy by gathering data from a number of subjects by a number of methods (quantitative, qualitative & observation) will hopefully give me as balanced a picture as possible, making the research more valid & reliable.

Resources/support needed

Photocopy facilities, stamps, envelopes, S.P.S.S. software & S.P.S.S. training.
Tutorials

Anticipated problems

1, Expense.

2, Subjects not returning forms making research less valid.

3, People not completing the forms properly i.e. lying.

4, My lack of time.

Anxieties

No one wants to play!

Have I bitten off more than I can chew?

I am only scratching the surface to do the research justice lots of money & time would have to be thrown at the project.

Initial sources of data/literature review

National Adult Learning Survey 1997 D.F.E.E. Research Report No 49 Sarah Beinart & Patten Smith, Social and Community Planning Research (SCPR) ISBN 0 85522 720 6 March 1998.

The Learning Divide NIACE Naomi Sargent 1997.

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