

value orientations of male and female teachers in primary schools in Belfast. The research utilised the existing and current VOI-2 instrument to establish the value orientations of sixty different Key Stage Two teachers in Belfast. Teachers in this study were not PE specialists in the primary school but as PE is a stand-alone subject in the Revised Curriculum it is one that should be taught to a high standard.

1.2 Need for the study

Investigating and gaining understanding of the influences on Physical Education, teachers' beliefs and curriculum value orientations has considerable relevance to the teaching and learning of Physical Education. Recognising that curriculum value orientations impact on many aspects of teaching Physical Education, they may to a certain extent, influence the manner in which our curriculum is delivered and interpreted by teachers. Ennis (1996) stated that clarifying teachers' value orientations should be considered an appropriate initial step in curriculum innovation and change. As there is little research carried out in Northern Ireland to date on value orientations I feel it is an important area which isn't given the recognition that it deserves.

1.3 Aims and Objectives

The main aim of this research paper is to ascertain the differences in value orientations between male and female teachers in Belfast. In doing so I will utilise the paper and pen VOI-2 instrument by Ennis & Chen in 1993, which is a revision of the original VOI inventory (see appendix for VOI-2). Distribution will involve visiting individual schools and speaking to teachers currently teaching at Key Stage Two

2. BACKGROUND

2.1 Review of Literature

There has been an abundance of research into the subject of value orientations of teachers of Physical Education (PE) in recent years, and the importance for the current curriculum to have PE as a standalone subject. Nespor's (1987) beliefs may be described as episodic, unbounded by logic and as colouring our perception of knowledge. If we understand the importance of beliefs in teacher behaviours then we can develop a more holistic approach to the connections between beliefs, values, behaviours and knowledge.

2.2 Values

In determining the differences between teachers' beliefs, values and knowledge, Pajares (1992) attempted to clarify the construct of teachers' beliefs and values further. Pajares sought to find the differences between beliefs, values and knowledge and therefore, the question is raised as to whether or not knowledge can exist outside of some form of evaluation or judgement. The term 'Values' can be understood as a set of beliefs, attitudes or principles that are held by an individual concerning various aspects of their lives, personal and professional (Montgomery & Smith 1997). As a result of this, values should influence every person and the decisions that they make in everyday life. Schwartz (1992) defines a *value* as: "a desirable trans situational goal varying in importance, which serves as a guiding principle in the life of a person or other social entity". This definition includes most of the agreed on key features of values. First, a value reflects a belief on the desirability of a certain end-state.

promoting disciplinary mastery, may not be compatible with the sample teachers' value orientations.

Reviewing value orientation research in Physical Education revealed different research designs. The studies carried out assessed Physical Education teachers' values and compared large groups of teachers' scores on the value orientation Inventory (VOI) in different countries and settings; the variables often changed and included characteristics of teachers, students and school environment (Behets, 2001; Curtner-Smith & Meek, 2000; Ennis & Chen, 1995; Ennis & Zhu, 1991). Individual teachers' value profiles were studied and compared with their teaching behaviour (Solmon & Ashy, 1995) and their expectations, planning behaviour, goal orientations, and their teaching content (Ennis & Chen, 1996; Ennis, 1998; Ennis, Mueller, & Hooper, 1990; Ennis, Ross, & Chen, 1992).

Ennis and Chen (1995) investigated the value orientations of 495 teachers working in rural and urban settings. The findings of this study indicated that teachers employed in rural areas placed a higher priority on learning process and disciplinary mastery than teachers working in rural schools. In contrast to this, teachers employed in urban schools placed a higher priority on self-actualisation and social responsibility. More recently (2006) the VOI-2 has been used in Taiwan (Liu & Silverman 2006) to ascertain the educational values of their Physical Education teachers. For this particular study value orientations were measured using the value orientation

4. Results and Discussion

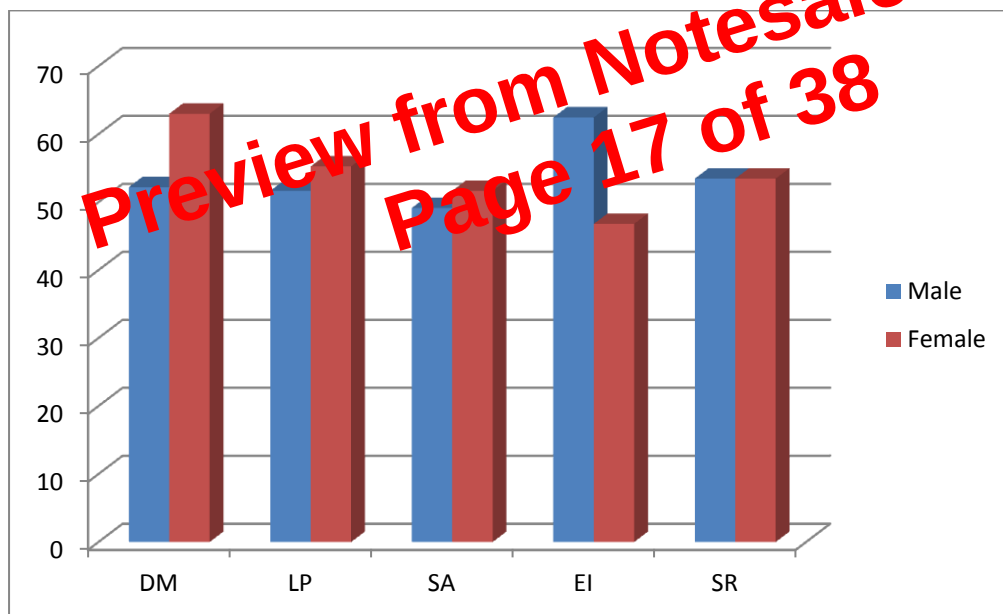
4.1 Descriptive Statistics

The research and observational findings from this comparative study were numerous. The table below (figure 1) shows male and female scores for each of the five value orientations. Its purpose was to allow me to directly compare the scores of each of the orientations giving me an indication as to the weight of each orientation.

Figure 1- Combined scores for each value orientation between the males and females

	DM	LP	SA	EI	SR
Male	52.2	51.66	49.14	62.46	53.46
Female	63	55.26	51.66	46.8	53.46

Figure 2- The results presented in graph format



KEY:

DM- Disciplinary Mastery

EI- Ecological Integration

LP- Learning Process

SR- Social Reconstruction

SA- Self-Actualisation

SET 2:

- 6. ____ I teach students to use class content to work productively alone and in group situations.
- 7. ____ I teach students to work together to solve class problems.
- 8. ____ I teach students the processes associated with learning new skills.
- 9. ____ I teach students to select tasks that they value and enjoy.
- 10. ____ I teach students to move effectively when performing skill and fitness tasks.

SET 3:

- 11. ____ I teach students that differences in body size, height, and weight can lead to differences in performance.
- 12. ____ I encourage students to be the best they can be.
- 13. ____ I teach students to balance their own needs with those of their classmates.
- 14. ____ I require students to practice the skill, sport and fitness activities that I introduce in class.
- 15. ____ I evaluate students based on their effort in class.

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