



**University  
of Victoria**

Graduate Studies

Notice of the Final Oral Examination  
for the Degree of Master of Science

of

**TERESA HARTRICK**

BSc (University of Victoria, 2013)

**“Qualitative Exploration of Adolescent Girls’ Experiences with  
Relatedness-Supportive Teaching Strategies in Physical Education”**

School of Exercise Science, Physical and Health Education

Friday, April 13<sup>th</sup>, 2018

9:00 a.m.

McKinnon Building

Room 0025

Supervisory Committee:

Dr. Patti-Jean Naylor, School of Exercise Science, Physical and Health Education, University of  
Victoria (Supervisor)

Dr. Sandra Gibbons, School of Exercise Science, Physical and Health Education, UVic (Member)

External Examiner:

Dr. Deborah Begoray, Department of Curriculum and Instruction, UVic

Chair of Oral Examination:

Dr. Frederick Grouzet, Department of Psychology, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

## **Abstract**

School-based physical education (PE) has been identified as an effective avenue for addressing issues of inactivity among adolescent girls. However, often times PE courses fail to meet the needs of young women and instead lead to disaffection; ultimately resulting in the majority of adolescent girls dropping out of PE once it is no longer mandatory. Self-Determination Theory (SDT) has proven to be a useful framework for understanding PE motivation among this population. In particular, supporting the need for relatedness among female PE students appears significant for enhancing PE motivation and engagement. Therefore, providing relatedness-supportive learning environments may be an effective way for teachers to encourage continued PE and PA participation among their female students. The purpose of this research study was to gain insight into the experiences of grade 9 and 10 girls participating in a girls-only PE course that employed relatedness-supportive teaching strategies. The goal was to use a case study approach with semi-structured (teacher) and focus group interviews (students) to explore the role of relatedness-supportive learning environments in enhancing PE motivation and enjoyment among adolescent girls, as well as their overall feelings of social relatedness. Findings highlighted the importance of (a) meeting students where they are at, (b) creating open, respectful and active environments, (c) providing opportunities for organic connection-making, and (c) the role of resource and curriculum constraints.