AN INVESTIGATION OF THE PEDAGOGIC AND MOTIVATIONAL CLIMATE IN UK BASED PILATES CLASSES

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Abstract

Pilates has become one of the popular exercises these days. As its popularity grows, many research studies also have looked at how Pilates exercise can affect people's psychological and physical health in a positive way. However, there are not many studies which address the exercise adherents' issues of Pilates exercise. Therefore, this study is designed to investigate the motivation factors and the relationship between Pilates teachers teaching style and the participants' motivation based on the premise of self-determination theory. There are three main purposes for the current investigation: (1) To critically evaluate the factors relating to motivation among Pilates participants in the UK Pilates class, (2) To investigate the relationship between participants' motivation and instructional style/ pedagogy and (3) To analyse the level of participants' competence to impact upon Pilates' teachers/ instructors' pedagogy and the participants' motivation. Interpretative Phenomelogical Analysis (IPA) was applied for collecting the data by conducting a focus group interviews and individual semi-structured interviews. Both Pilates teachers/ instructors (n=5) and different levels of Pilates participants (n=30) were included in this survey. The results indicated that the satisfaction of the psychological needs of competence (i.e. sense of improvement) was the key factor in enhancing the participants' self-determined form of motivation among all levels of Pilates participants. Relatedness was also identified as the source of participants' exercise adherence. However, autonomy (i.e. given choice to select exercises) was a distal need. Teachers teaching style and teachers supportive behaviour played an important role in participants' motivation. Moreover, environmental factors such as class environment, and other participants can affect participants' motivation to some extent, either in a positive or a negative way. These findings revealed that there is a close relationship between teachers teaching style and participants' exercise motivation and basic psychological needs fulfilment such as competence and relatedness. Results suggest that Pilates' teachers should be encouraged to apply non-linear teaching approaches such as CLA and guided discovery, which was identified as an effective way of meeting participants' competence. Moreover, teachers are required to create a learning environment where participants are encouraged, supported and where they are able to focus on learning Pilates.

Declaration

I declare that the work in this thesis was carried out in accordance with the
regulations of the University of Gloucestershire and is original except where
indicated by specific reference in the text. No part of the thesis has been
submitted as part of any other academic award. The thesis has not been
presented to any other education institution in the United Kingdom or overseas.

Any views expressed in the thesis are those of the author and in no way represent
those of the University.

Signed: ………………………………

Date: …………………………

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CHAPTER 1: INTRODUCTION

Historically, Pilates was mainly practiced among dancers and ballet dancers in the early 1920s (Anderson & Spector, 2000). Pilates is now widely practiced among many people as Pilates has gained its popularity and is considered as beneficial to people's physical health (Di Lorenzo, 2011). Pilates exercise integrates the whole-body movement which involves low and high threshold muscle contraction. Pilates movement is performed in sequence of flow movement and explores full joint ranges (Lange, Unnithan, Larkam, & Latta, 2000). Mat work utilises different exercise levels such as beginners and advanced and puts a significant importance on Pilates fundamentals that are known as alignment, breathing, centring and mobility (Robinson, Bradshaw, & Gardner, 2009). There are also key principles of Pilates: centring, concentration, control, alignment, breathing, and flow. Furthermore, the key principles have much to do with improving attention, motivation and cognitive function as well as reducing the level of stress on our body (Muscolino & Cipriani, 2004; Ungaro, 2016). Many studies have identified that Pilates is beneficial to mind and body conditioning as well as improving balance, core stability, flexibility, coordination, muscle control, posture and strength (Holmes, 2014; Isacowitz & Clippinger, 2011; Muscolino & Cipriani, 2004; Wells, Klot & Bialocerkowski, 2012). For this reason, it is also widely used during rehabilitation to restore functional activities (de Souza & Vieira, 2006; Mostagi et al., 2015; Segal et al., 2004).

It has been suggested that exercise/ physical activities can positively impact people's physical and psychological well-being. Moreover, physical exercise can prevent possible disease (Hardman & Stensel, 2009). Although people are aware of the importance of doing exercise it has been a challenge for many people to be motivated to be involved in exercise activities (Weinberg & Gould, 2015). Weinberg and Gould (2015) contend that in order to initiate and maintain physical activity, people should be made aware of the benefits of exercise and be motivated by themselves. Moreover, it has been suggested that people have different levels and types of motivation. Many studies have contended that the main motives for doing exercise among adult participants are mentioned as weight management, subjective health status, enjoyment, social interaction and support. Support seems to be the main factor that has a direct influence on adult participants' engagement in sport and physical

activities. Moreover, older adults' motives are less ego-oriented and health motives are considered as more important (Allender, Cowburn & Foster, 2006; Kremer, Moran, Walker, & Craig, 2012; Kosteli, Williams, & Cumming, 2016; Steinberg, Grieve, & Glass, 2001).

Self-determination theory explains the complex nature of human motivation and behaviour. This theory suggests that social and psychological factors influence different types of motivation and behaviour (Deci & Ryan, 1985). There are two main different types of motivation which are known as intrinsic and extrinsic motivation. These two forms of motivation contain different goals that cause people to initiate their behaviour in different ways (Deci & Ryan, 1985). Intrinsic motivation is the pursuit of activities and interests which are inherently interesting and enjoyable. Therefore, an individual chooses these activities on his/ her own, so that he/she is free of internal or external pressure and control. In extrinsic motivation on the other hand, behaviour is externally regulated as well as being controlled by external factors such as rewards and punishment (Gallucci, 2014; Ryan & Deci, 2000; Vallerand, 1997).

Studies have also identified that the environmental, social and psychological factors can impact a positive impact on people's exercise engagement (Biddle & Mutrie, 2008; Cheung, Wyman & Savik, 2016). In addition, enjoyment, personal challenge and social affiliation should be experienced by individuals to have a self-determined form of autonomous motives (Sheldon, Ryan, Deci & Kasser, 2004). Pelletier, Fortier, Vallerand, & Briere (2001) suggest that autonomous motive is often related to a positive predictor of people's exercise behaviour and could help people to sustain their exercise behaviour for a long time. Mullan and Markland (1997) also have contended that the level of participants self-determination was significantly higher in the maintenance stage. At this stage, people were willing to sustain their exercise routine with a good level of motivation. At maintenance stage, people tend to process self-regulatory form of exercise behaviour.

According to Weinberg and Gould (2015), the form of motivation is understood as the interaction between the person and the situation. This is because both personal and situational factors could affect people's behaviour and determine people's willingness to participate in sport and exercise activities or motivate them to be disengaged from sports activities (Kremer et al., 2012). In relation to the sport

coaching and PE contexts, many studies have suggested that sports coaches or PE teachers can make a positive or negative impact on athlete and student motivation, behaviours and learning (Amorose, 2007; Horn, 2002; Mageau & Vallerand, 2003; Smoll & Smith, 2002; Vallerand, 2007). In this context, the focus is on what coaching and teaching environment is created. There are two major motivational climates which are known as task-involving and ego-involving climates. The former has to do with athletes and students' motivation and their needs satisfaction, whereas the latter is often related to negative outcomes (Amorose, 2007; Reinboth & Duda, 2006). Coaching behaviour such as controlling and autonomy supportive behaviour will influence athletes and students as they shape their types of motivation and behaviours (Deci & Ryan, 2000). There is a consensus that if athletes learn in the autonomy supportive environment, they will not only experience a sense of autonomy but also improve self-motivated form of motivation (Hollembeak & Amorose, 2005). On the contrary, it seems that the coaches controlling form of behaviour will undermine athletes' self-determined form of motivation and this also affects participant's exercise motivation in a negative way (Wilson, Rodgers & Fraser, 2002; Laundary & Solomon, 2004).

There is a representative non-linear teaching approach that is termed a constraints led approach. This teaching approach aims at allowing students to attune to the environment and allows them to explore tasks and find solutions under the guidance of teachers. Moreover, this approach considers students' capabilities so that they can be challenged with their current ability (Renshaw et al., 2016). Some studies suggest that application of non-linear teaching approach facilitates learners' personal growth and improve their self-motivation (Lyle, 1999; Kidman & Lombardo, 2010; Rink, 2010).

Rationale of the thesis

To date, there have been many studies on the effectiveness of Pilates exercise. Studies are generally designed with quantitative methodology and are tested to find out whether the Pilates exercise intervention could bring potential benefit to various medical conditions. These studies showed that Pilates exercise

can bring a positive impact on improving mindfulness as well as increasing the level of confidence and stress management to some extent (Kamioka et al., 2016; Kliziene et al., 2017; Mostagi et al., 2015; Stieglitz, Vinson, & Hampton, 2016). There are also some studies which suggest that Pilates exercise can be possibly used for dealing with improving mindfulness, increasing the level of confidence and stress management (Adam, Caldwell, Atkins, & Quin, 2012; Caldwell, Adams, Quin, Harrison, & Greeson, 2013). There have been a few studies on Pilates participants motivation and Pilates teachers teaching styles. These studies applied to Pilates courses have three different teaching styles such as command, practice and inclusion styles. Although these studies were not specifically focused on looking at the relationship between teachers teaching styles and students' motivation, their results indicated that in relation to students' motivation toward Pilates exercise, inclusion style of teaching might be more beneficial (Byra, Sanchez, Wallhead, 2013; Sanchez, Byra, & Wallhead, 2012).

As discussed above, studies related to the relationship between the coaches' coaching behaviour and athletes' or students' motivation, and the effectiveness of teachers teaching approach on students' learning proved that to some extent, teachers and coaches play an important role in facilitating athletes' and students' motivation. Although there are many studies in this field, it is assumed that there are not many studies which examined the motivations of adult participants, especially Pilates participants. Therefore, this study investigates whether Pilates teachers teaching style and behaviour have an impact on adult Pilates participants' motivation within the framework of Self-determination theory.

Therefore, there are three main objectives in this research:

1. To critically evaluate the factors relating to motivation among Pilates participants in the UK Pilates class.
2. To investigate the relationship between participants' motivation and instructional style/ pedagogy.

3. To analyse how the level of participants' competence impacts upon the instructors' pedagogy and participants' motivation.

In order to achieve these objectives of the study, the researcher is going to be actively involved in this research study by possessing multiple roles: researcher, Pilates participant, and Pilates teacher/ instructor trainee. By doing this, it enables one to experience real Pilates class and Pilates teaching environment. Multiple roles have encouraged the researcher to enter into the real field so that this has enabled her to become more reflective and be able to be engaged with the whole research process (Thorne, 2016). Especially so, as the researcher could reflect on two different viewpoints, perception, meaning, and behaviour from both Pilates teachers/ instructors' and Pilates participants (Ely, 1991). In addition, the researcher attempted to have a good understanding of each role as well as paying attention to the term 'reflexibility' in order to carefully monitor the process of data collection, data analysis, and knowledge production. This is because the researchers' previous experience of being in Pilates class before undertaking this research project could result in interpreting and articulating the respondents' accounts in a less objective way (Berger, 2015). The benefits of possessing multiple roles will be described in more detailed way in methods parts in chapter 3.

CHAPTER 2: LITERATURE REVIEW

In order to have a good understanding of how Pilates teachers/ instructors teaching style may affect its participants motivation or participation, the range of motivational theories in sport and exercise should be explored: self-determination theory, extrinsic motivation and internalization theory, cognitive evaluation theory, hierarchical model of intrinsic and extrinsic motivation theory, achievement goal theory, and the perceived motivational climate theory. Moreover, teaching theories as coaching behaviour, linear and non-linear teaching approaches will be reviewed in relation to Pilates.

2.1 Self-determination Theory (SDT)

In self-determination theory, there are three basic psychological needs called *autonomy, competence and relatedness.* They are also described as nutriments that play an important role in people's growth, integrity and well-being. It has been suggested that these basic needs should be met by the people so that they will value their activities and be intrinsically motivated (Deci & Ryan, 2000). The need for autonomy is referred to as a feeling of individualisation of behaviour and feeling of ownership (deCharms, 1986; Ryan & Deci, 2002). The need for relatedness is described as the desire to related to and belong with people within a certain group (Vallerand, 2007; Baumeister & Leary, 1995). The need for competence is defined as the feeling of effectiveness in an individual's behaviour and that individuals can show their competencies (Elliot et al., 2004). As people are growth-oriented organisms, they tend to seek optimal challenges to develop and master their skills within the social environment. People would try to satisfy those three needs by involving in activities with increased motivation (Mallett, Kawabata, & Newcombe, 2007). In general, studies which employed self-determination approaches to motivation in sport and exercise show that athletes and participants who possess higher autonomous motives such as task-oriented, self-motivated and intrinsic forms of motivation tend to have stronger motivation and exercise adherence (Boyce, Gano-Overway, & Campbell, 2009;

Edmunds, Ntoumanis & Duda, 2007; Hollembeak and Amorose, 2005; Reinboth and Duda, 2006).

Ingledew, Markland and Strommer (2014) describe the 'participating motives' as the goal for a particular domain of behaviour. They suggest that when people are engaged in exercise activities, there are differences in reasons for exercising as people have different goals for exercise participation. There are different types of participatory motives such as appearance-related motives, challenges, improvement of health and fitness and social engagement (Fredrick, Morrison, & Manning, 1996; Ingledew, Markland & Ferguson, 2009). These motives stem from people's regulatory motives and in Self-determination theory, regulatory motives are defined as the perceived loci of causality of individuals' behavioural goals (Deci & Ryan, 2000). In the view of self-determination theory, regulatory motives are also referred to as behavioural regulation (Sheldon et al., 2004).

Self-determination theory suggests that human motivation can be classified into either autonomous or controlling behaviour (Deci & Ryan, 2012). For people with autonomous motives, their behaviour comes from themselves, whereas in controlling motives one's behaviour motivation is regulated by an external force (Reeve, 2002). A person with controlling motives, will be doing exercise to gain rewards, or to avoid punishment. A person with autonomous motives, is not going to be regulated by getting tangible rewards, or avoiding punishment, but his or her participation of exercise is initiated by fun, pleasure, and enjoyment of exercise itself (Ryan & Deci, 2007).

2.2 SDT and Organismic Integration Theory (OIT)

Self-determination theory looks at different types of motivation such as intrinsic, extrinsic and amotivation and the theory distinguishes the differences between motivation regulatory styles (Ryan & Connell, 1989; Ryan & Deci, 1985, 2000). Motivation falls along a continuum of self-determination with amotivation associated with the lowest level of self-determination. Conversely, intrinsic motivation falls at the highest end of the continuum, which is perceived as more autonomous and people are inherently satisfied from activity. Extrinsic motivation is in the middle of the continuum

and this motivates people to act, but with fewer autonomous motives (Hagger & Chatzisarantis, 2007; Vallerand, 2007).

A controlling form of motivation is classified as extrinsic motivation. This is defined as the performance of activity performed by people as they wish to gain separable outcomes, considered as the least autonomous (Ryan & Deci, 2000). From a SDT point of view, to some extent, extrinsic motivation can be described as those various forms of continuum in their relative autonomy. This explains that extrinsic motivation can be either a controlled or internalized form of extrinsic motivation (Ryan & Connell, 1989). Extrinsic motivation is described as those various forms of continuum by the subcomponent of self-determination theory known as organismic integration theory. Deci, Eghrari, Patrick and Leone (1994), describe internalization as the regulation of extrinsically motivated activities that is vital for generating effective functioning in the social world. This describes that different forms of extrinsic motivated behaviour is affected by different contextual factors which can promote or hinder people's internalization process (Deci & Ryan, 1985).

Organismic integration theory details varying degrees of different behavioural regulations. Each regulation and its own value result in different types of subsequent regulations. These regulations are known as external, introjected, identified and integrated regulation (Deci & Ryan, 2000). They suggest that extrinsic motivation could result in 4 different types of regulations which are: external regulation, introjected regulation, identified regulation and integrated regulation. In behaviour which is formed with introjected regulation, people tend to be motivated to maintain self-approval or avoid guilt. They do not adopt values from themselves but rather they adopt value or practice from their surrounding environment. In contrast to introjected behavioural regulation, identification involves people identifying the value of behaviour. With this identified regulation, people are likely to be aware of the importance of an activity, so they consciously value their activity (Deci & Ryan, 2012). Finally, integrated regulation is the most autonomous form of extrinsic motivation. Integration regulation is the most autonomous form of extrinsic motivation. Integration happens when identified regulations are fully assimilated in the self which means the identified regulation, the value of behaving is brought into congruence with one's other values and needs.

Some studies on OIT have focused on distinguishing how a person's motivation is regulated according to various types of contingencies. There are some studies on the explanation of internalization in which people's behaviour moves from the low self-determined form of regulation to more autonomous form of regulation (Ryan, Koestner & Deci, 1991; Ryan & Deci, 2007; Ryan & Connell, 1989). Examples of measurements of multifaceted motivational regulation for exercise behaviour and different types of motivation, i.e., amotivation, intrinsic and extrinsic motivation are Behavioural Regulation in Exercise Questionnaire (BREQ), and Sport Motivation Scale (SMS) (Mullan, Markland, & Ingledew, 1997; Pelletier, Fortier, Vallerand, Tuson, & Briere, 1995). There have been literatures on investigating the relationship between different forms of motivation and participants exercise behaviour and exercise adherence so that self-determination theory can be used to make a prediction of participants' exercise adherence (Gunnell, Crocker, Mack, Wilson, & Zumbo, 2014; Standage, Duda, & Ntoumanis, 2003; Standage, Sebrie, & Loney, 2008). Moreover, Edmund, Ntoumanis and Duda (2006) have proposed that there was a positive correlation between the basic psychological need satisfaction and self-determined motivational regulation among regular exercisers. It is suggested in the study that meeting psychological needs satisfaction is also positively linked to introjected and identified regulation and intrinsic motivation; consequently, participants tend to improve exercise adherence. Wilson et al. (2003) also contended that the identified regulation is positively related to favourable motivational consequences. In their study, perceived competence was closely associated with intrinsic regulation and identified regulation. Moreover, perceived autonomy was also related to identified regulation. The result of the study indicated that identified and intrinsic regulations are positively related with both exercise behaviour and physical fitness. Overall, there is a positive relationship between greater needs-satisfaction and self-determination exercise regulation.

Interestingly, in some studies an extra importance is put on meeting the needs of competence (Gunnell et al., 2014; Patall, Sylvester & Han, 2014). For instance, Gunnell et al. (2014) put an emphasis on the importance on participants' perceived competence. In their study, participants showed that changes in needs satisfaction facilitated the relationship between participants' autonomous motivation and well-being. Especially changes in competence played a key role in enhancing autonomous motivation. Patall et al. (2014) suggested that if a person is confident about the given

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task, then she or he wishes to make her or his task choice, and this might enhance motivation. In contrast, if the person lacks in perceived competence on the task, the provision of the choice will decrease the level of motivation.

2.3 Cognitive Evaluation Theory (CET)

Cognitive evaluation theory (CET) is a mini-theory within self-determination theory which explains variability in intrinsic motivation. The theory demonstrates how extrinsic and environmental factors affect people's intrinsic motivation (Deci, Koestner, & Ryan, 1999). In terms of social and environmental factors, they could either facilitate or undermine individual's intrinsic motivation. CET argues that reward could lead to an external perceived locus of causality which undermines the individual's intrinsic motivation by thwarting the autonomy and self-determination need. Whereas if the individual is encouraged to be autonomous or receiving a positive feedback, it would increase his or her feeling of competence and autonomy needs. This will result in facilitating intrinsic motivation (deCharms, 1968; Ryan & Deci, 2000; Eklund & Tenenbaum, 2014).

According to Ryan and Deci (2007), optimal motivational function is achieved when people are satisfied with all three basic psychological needs. They play an important role in accepting new behavioural regulation. This argues that people must experience competence so that he or she will be motivated either extrinsically or intrinsically. Rewards, optimal challenges, communication, freedom from demanding and feedback could help people to feel competence and this could result in enhancing intrinsic motivation. The theory further specifies that when behaviour is regulated through identification and integration, people should experience a sense of autonomy and self-endorsement. For an optimal level of intrinsic motivation, people should experience satisfaction; both competence and autonomy should be experienced (Ryan & Deci, 2000).

2.4 Hierarchical Model of Intrinsic and Extrinsic Motivation (HMIEM)

Vallerand's (1997) hierarchical model of intrinsic and extrinsic motivation postulates that motivation types are affected by different social factors. Hierarchical model argues that motivation operates at three different levels, which are: global, contextual, and situational level. Global level, also known as a person's personality and trait level of motivation, explains an individual's engagement with activities in either an intrinsic or extrinsic way. Contextual level is also referred to as specific life contexts such as education, work, and leisure activities or interpersonal relationships. The last level called situational or social level, is referred to as engagement in activities when an individual is being involved in specific activities at a given moment in time (Vallerand, 1997; 2001). Therefore, motivation should be viewed from three different levels of generality. This is because those levels are linked to each other. There is a different amount of motivation at all three different levels which is known as top-down effect. The hierarchical model suggests that motivation at one level of the hierarchy could influence from higher levels to lower levels. That is, contextual motivation influences situational motivation and global motivation influences contextual motivation. If a person is intrinsically motivated and highly self-determined at global level, that person would also going to be intrinsically motivated at the contextual level (Markland 1999; Vallerand 1997; Vallerand & Lalande 2011). Amoit et al. (2004) in their study showed that those athletes who had self-determined contextual motivation towards sports showed greater cognitive skills and achieved their goals during the game as well as bringing positive impact on the athletes afterward.

The theory contended that the impact of the environment on people takes place through the sequential pattern of motivation process: 1) social factors, 2) psychological mediator, 3) types of motivation, and 4) consequences. Social factors are often considered as a coach's behaviour and team climate, and its impact on self-determined motivation goes through perceptions of three basic psychological needs and these lead to different types of motivation (Pelletier et al., 2001; Vallerand, 1997).

2.5 The Perceived Motivated Climate

Social cognitive theory explains the psychological and environmental determinants of people's behaviour. This indicates that when people have decided to change their behaviour, they will put effort into meeting their own goals (McAlister, Perry & Parcel, 2008). Environment plays important roles in changing an individual's behaviours by engaging in new activities. This is known as the motivational climate (Nicholls, 1984).

Sport coaches and PE teachers are believed to influence a participant's exercise behaviour and their motivational level either in a positive or a negative way (Horn, 2002; Vallerand, 2007). The motivational climate demonstrates the action of coaches; their coaching and teaching style and how they interact with their athletes within the coaching/ teaching environment they have created (Ames, 1992; Amorose, 2007). There are two main ways of creating adaptive motivational climate. In an ego-involving climate, participants are going to be rewarded and evaluated for their abilities compared by others. This ego-involving climate encourages people to compare their ability with others. This might lead them to become very competitive. In contrast to ego-involving climate, task-involving climate places an emphasis on personal effort and improvement. Within this environment, participants are encouraged to work with others, to improve their technical and tactical skills and to reflect on their performance (Kavussanue & Roberts, 1996).

As it has been found, task-involving climate brought positive effect on athletes' need satisfaction and psychological well-being, especially during competitive seasons. Athletes in fact responded that they experienced higher levels of need satisfaction as they successfully played their role in the team. As they were engaged in their goals, they became more confident and enthusiastic and this resulted in performing at their best level with increased motivation (Reinboth & Duda, 2006; Waldron & Krane, 2005; William, 1998). According to Waldron and Krane (2005), social factors such as coaches and parents can hugely affect a player's goal orientation. Their study was looking at the coach and parents-initiated motivational climate on female handball players' goal orientation during a competition season. They suggested that players' goal orientation was influenced, and their task- orientation was built up throughout the

game season (Nicholls, 1989).   The study of Boyce et al. (2009) showed that motivational climates created by teachers exerted a strong influence on students' orientation. Using middle school student athletes, the perceived motivational climate was measured by the questionnaire called PMCSQ-2. The result of study indicated that student athletes' motivational orientations were affected by the coach-created motivational climate thus athletes' motivational orientations were incompatible with the climate. For example, a task-oriented athlete, if she or he is experiencing perceived low task-involving or ego-involving climate, the athlete will experience a decreased level of task orientation.

Similarly, Curran, Hill, Hall, & Jowett (2015) have suggested that mastery motivational climate environment will bring a positive impact on the athletes' engagement whereas performance climate was less positively related to athletes' engagement. The study argued that coaches need to be encouraged to create task or mastery involving climate which put an emphasis on athletes' effort and improvement of their own ability. Smith, Smoll and Cumming (2007) also argued that ego-involving climate is negatively related to relatedness. This climate diminished the relationship between the coach and the teammate. This indicates that ego-oriented coaching environment will undermine team-relatedness because athletes would be compared with each other and this can make the athletes to have a strong sense of rivalry. Moreover, this can encourage athletes to become highly ego-oriented and not willing to work as a group to help each other and decrease the level of team cohesion (Duda, 1992). There are some different assumptions that ego-oriented climate could also bring about positive impact on the athletes' performance. Biddle et al. (2003) and William (1998) have reported that this ego involvement could represent an extrinsic form of motivation, which could lead them to work hard to improve their technical and tactical skills. Therefore, to some extent, both coach- initiated task and the ego involving environment might play an important role within the competitive sports environment.

Examples of studies have suggested that a sense of relatedness can facilitate participants' behavioural engagement and motivation (Williams, Whipp & Dimmock, 2013; Shen, McCaughtry, Martin, Fahlman & Garn, 2012). If athletes feel the belongingness and connectedness with their peers and coaches, this will make the athletes to remain involved in playing their sport. For example, encouragement from

peers played as a source of motivation (Williams et al., 2013). Shen et al. (2012) also contended that sensing the relatedness with their teachers and peers facilitated the girl students' increased motivation in participating in activities. Especially if they felt they appreciated by their teachers, students tend to become more involved.

2.6 Achievement Goal Theory

Task and ego involvement indicate different ways by which people feel the achievement and enjoyment and their perception of success in sport and other achievement domains. Task involvement concerns those who experience personal improvement and learn to master skills and techniques to improve their performance (Dweck & Legett, 1988). Whereas athletes with ego or performance goal, tend to compare their ability with other players and outperform others. This is because they believe that success depends on showing more ability than other people (Nicholls, 1984; Ntoumanis, 2001). Therefore, ego-oriented players are not willing to be challenged with difficult tasks, nor in developing their skills and expanding their knowledge and this also decreases the level of intrinsic motivation in them (Biddle et al, 2003; Ntoumanis, 2001; Ryan et al., 1991).

This theory argues that coaches' attitudes, coaching behaviour, values and goals for coaching sessions could influence participants' motivation and their behaviour towards their involvement in sport activities (Nicholls, 1989). Treasure and Roberts (2001) also contend that the learning environment which was created by a positive motivational climate brought positive effect on student's achievement in goal-related cognitions and their motivational behaviour which facilitated their learning. Reinboth and Duda (2006) contend that the task-involving climate plays a key role in increasing athletes' motivation as well as meeting basic psychological needs satisfaction. Whereas in ego-involving climate, there was no correlation between autonomy and competence. Moreover, ego-involving climate was identified as the negative predictor of team relatedness. It was evident that there was a significant decrease in team relatedness over the competitive season.

In general, having a task-oriented goal or mastery goal is more beneficial for long-term learning process. This is because athletes are required to learn and practice

techniques and skills continually (Dweck & Legett, 1988). However, Biddle et al. (2003) argue that the ego performance orientation can also bring positive effect on players who are highly task-oriented and have a high level of competence. This opinion is in line with William (1998) that both task and ego motivational climate are important to do well in competitive sport.

2.7 Coaching Behaviour

There are two types of social contexts known as controlling and autonomy-supportive style. The former is authoritative and less supportive such that this style would make people to become less self-motivated, and their behaviour tends to become externally regulated. The latter is supportive, where participants are encouraged to experience a sense of ownership by making their own decisions, so their behaviour will become more autonomous (deCharms, 1986; Deci & Ryan, 2000). Coaches controlling form of behaviour does not allow participants to satisfy the needs of autonomy and competence thus their intrinsic motivation will be decreased. Within the controlling context, learners receive tangible rewards and deadlines (Deci et al., 1999; Deci & Ryan, 1987). Many studies suggest that this approach will diminish learners' self-determined form of motivation. Democratic coaching behaviours on the other hand, would enhance intrinsic motivation. Within this coaching environment, participants can make their own decision which will help them to experience a sense of autonomy. Studies have claimed that autonomy-supportive environment would bring positive impact on the participants' needs' satisfaction, improved self-motivated behaviour, while their emotions showed improved level of exercise adherence (Gagne, Ryan & Bargmann, 2003; Hollembeak & Amorose, 2005; Landry & Solomon, 2004; Vallerand & Rousseau, 2001; Wilson et al., 2002).

Within the autonomy-supportive environment, participants can make their own decision, reflect on their own learning, carry on interaction with their teachers or sport coaches and they will be thus encouraged to achieve their personal goals (Goudas, Biddle, & Fox, 1994; Seifriz, Duda, & Chi, 1992). Standage, Duda and Ntoumanis (2003) suggest that students' perceptions of autonomy-supportive teaching environment is closely linked to students' motivation. The learning environment where

they support students' self-referenced progress and learning made students to experience a sense of autonomy and competence. Pelletier et al. (2001) also agreed that applying autonomy-supportive coaching helps the participants to maintain their motivation for a longer period. However, within the controlling climate, participants only managed to sustain their motivation for a short time. They tended to be extrinsically motivated with lower level of autonomy. Moreover, controlling, threats and expression of disapproval could affect the participant's exercise motivation badly (Laundary & Solomon, 2004).

Other studies also suggested that perceived autonomy-support is positively related to motivational responses among individual and team sport athletes (Adie, Duda, & Ntoumanis, 2008; Pelletier et al., 2001). An autonomy- supportive context, where students have intrinsic goals showed significantly better learning and performance. On the contrary, students who were in controlling-environment, having extrinsic goals did not show better results. The study contended that to promote better learning outcomes among students, it is crucial to create autonomy-supportive context as well as allowing students to be actively engaged in the target activity by having intrinsic goals. (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). According to Wilson and Rodgers (2004), perceived autonomy-support from friends is also related to women who are identified by intrinsic regulations and autonomous exercise regulation. Therefore, they will have greater intention to continue doing the exercise.

It has been suggested that giving a choice becomes more effective coaching tool when athletes are competent enough to make a good decision by themselves (Iyengar & Leeper, 2000). However, Van De Pol, Kavussanu and Kompier (2015) pointed out that coaches need to be careful while using interest strategy to athletes with less confidence. This is because when a coach asks athletes what they want to do during the session, less confident athletes may feel the pressure, or they would hesitate to give their own opinion to the coach. That is, this approach can be considered as controlling, and it undermines athletes' feeling of autonomy. Therefore, if athletes are not confident or not certain to make their own choices, coaches need to make sure they confirm and encourage athletes' own choices (Iyengar & Lepper, 2000; Van De Pol et al., 2015). Mageau and Vallerand (2003) also agreed that if athletes are allowed to choose and provide with a rationale for doing given tasks, this will result in increasing athletes' intrinsic motivation. They furthered, that coaches play a key role,

as they are required to help the athletes to be aware of the importance of the task and encourage them to be actively involved in solving the tasks. Moreover, feedback is also used for autonomy support and competence. Again, coaches should have the ability to identify the areas of improvement from their athletes and provide an appropriate guidance to overcome these weaknesses. Therefore, athletes need to become responsible for their goals, so this will be positively linked to athletes' perception of autonomy and competence (Carpentier & Magear, 2013; Eklund & Tenenbaum, 2014).

According to Conroy and Coatsworth (2007), there are two types of autonomy-support which are: showing interest in athletes' input and praising athletes' autonomous behaviour. The study result showed that autonomy-support strategies from coaches positively predicted satisfaction of all basic psychological needs. Interestingly, coach's praise-related strategy was a predictor of an athlete's competence and relatedness. Moreover, praising an athlete's autonomous behaviour would be effectively used for reducing the level of anxiety. Van De Pol et al. (2015) also suggested that motivational response with regard to a coach's effort and perceived praise was positively related. This made athletes work hard. Moreover, praising athletes' autonomous behaviour played an important role as it promoted an athlete's enjoyment and interest in learning and skill improvement.

Blanchard, Amiot, Perreault, Vallerand & Provencher (2009) investigated the impact of coaches' cohesiveness, controlling interpersonal style on athletes' perception of basic psychological needs, and the results indicated that coach's cohesiveness could positively predict the satisfaction of the basic needs among athletes. On the contrary, athletes' perceptions of coach's controlling behaviour impacted negatively on the feeling of autonomy. Blanchard et al. (2009) also assumed that in individual sports context, basic psychological needs such as autonomy and competence are considered to be more important compared to the needs of relatedness.

2.8 Skill Acquisition Theory

Motor skill can be described as the proficiency a person displays when performing a movement (Schmidt & Wrisberg, 2008). There are three main components which make up of one's skill. They are known as perceiving the environmental factors, deciding what to do and when to do and where to exert skills, and organising to create desired movements (Schimidt & Lee, 2014). It has been suggested that motor skill can be considered as a task. From this point of view, motor skills can be classified into three main components: 1) task organisation, 2) the relative importance of motor and cognitive elements, and 3) the level of environmental predictability. There is also a classification of the task orientation which indicates discrete, serial and continuous skills. Motor-cognitive system explains one's ability to know what to do and how to do it. There are two types of environments such as predictable and unpredictable environment. Depending on them, skills are performed differently. For example, the open skill is applied to the unpredictable environment: the closed skill the predictable environment (Schimidt & Wrisberg, 2008).

In Pilates context, motor skills and perceptual motor skills are considered as the main skills. This is because when a person does a Pilates exercise, the person has to execute certain movement, this skill can be classified as a motor skill. Moreover, if a person has to lift up his or her legs up to a certain degree, the person needs to make sense of controlled movement which is related to perceptual motor skills (Robinson, 2010). Moreover, skills related to Pilates can be classified as closed skill, serial skill and self-paced skill. In other words, Pilates exercise is practiced in stable environment and participants display sequential joint movements (Schmidt & Wrisberg, 2008).

Fitts and Posner (1973) described that skill is learnt in three main stages: they are described as the cognitive, associative and autonomous phase. In cognitive phase, where the learner tries to recognise the element of skill and develops them via mental practice. After this, the learner will apply them into practice, and teachers will provide them with a feedback based on their performance. After receiving correction, learners will practice again to refine their skill. The next stage is called autonomous, where the

learner develops progressively by practicing skills so that learners become familiar and competent with the skill.

As it has been described above, learning is a change within an individual caused by experience. For example, in skill learning process at cognitive stages, learners will experience trial and error which will help to grasp the ideas of certain skills and learners' movement will be refined (Mazur, 2006; Schmidt & Wrisberg, 2008; William & Ford, 2009). In earlier stages of learning skills, teachers tend to give more feedback and demonstration until learners attain proficiency in skills. This indicates that teachers become more supportive and encouraging (Stafford, 2011). Robinson (2010) also suggested that at the initial stage, teaching approach is associated with helping learners to obtain certain skills. From an information processing approach, coaches tend to instruct precisely as well as demonstrate to the learner. Coaches and teachers then will identify problems and give feedback to learners in order to address their areas of improvement such as correction on wrong movement or skills. There is a different approach of coaching or teaching which is known as ecological approach, then he or she will give tasks and learners will receive a guided discovery teaching approach from their teacher thus the learner will interact with the given task and environment in their own way (Robinson, 2010). Referring to constraints-led perspective on motor learning, William, Davids and William (1999) pointed out that people learn motor skills via complex neurobiological system. In brief, in this system, there are high levels of interactions including our skeletal and muscular systems and people adopt their own movements by interacting with constraints and these constraints shape the movement behaviour in a self-organised way. Newell (1986) also contended that in order to shape individual's own movement system effectively, the individual should be interacting with different constraints.

2.9 Linear Teaching and Non-linear Teaching Approach

In coach-centred (teacher-centred) or authoritative coaching environment, the coaching sessions are mostly governed by the coaches or teachers. This coaching style is autocratic, and the participants will receive controlled and fixed instruction. Within this coaching environment, training sessions or lesson plans are geared to

improve specific skill or technique development (Kidman & Lombardo, 2010; Mawer, 1995). In general, coaches devise a training programme which consists of a series of segments aimed at practicing specific techniques with repetitions until the participants become competent to performing those movements. Coaches will provide directive information to participants (Drewe, 2000; Martens, 2012).

Linear coaching style has received criticism because it fails to assist learners' development in a holistic approach. It has been argued that the linear teaching or coaching approach does not facilitate the learners' cognitive development. As participants are told and instructed by their teachers or coaches, they will not reflect on their own thought. They will not likely to consider how to develop their technique more efficiently from their view point (Cassidy, Jones, & Potrac, 2009; Davids, Renshaw, & Savelsbergh, 2010).

Athlete-centred coaching style rejects the view of traditional or coach-centred coaching approach. It argues that the excessive amount of controlled and command teaching style would hinder effective way of learning skills and techniques as the learners would fail to understand the whole concepts of techniques and skills. Athlete-centred coaching style encourages learners to be able to do self-analysis, decision-making and get them actively engaged in their own learning. This is because this approach argues that learning takes place when students are actively engaged within the learning environment (Kidman, 2005).

Non-linear teaching

The most well-known non-linear teaching approaches known are: Teaching Games for Understanding (TGfU) and Constraints-led approach (CLA). TGfU method is known as a holistic way of teaching as it facilitates students' affective, social and physical learning (Rink, 2010; Light & Fawns, 2003). TGfU uses games as a main teaching tool, which creates game-like activities, so players learn while they are playing games. Especially, this model is designed for developing decision-making, tactical awareness and skill development within a real game situation (Brooker, Kirk, Braikua & Bransgrove, 2001; Kirk & MacPhail, 2002).

In some studies, on non-linear teaching, this teaching approach will encourage students and athletes to become more responsible for their learning. For example, TGfU approach makes the participants to take their own decisions by applying their own cognitive skills to real practices (Morales-Belando & Arias-Estero, 2017; Nathan, 2016). Similarly, CLA is aimed at developing the individual's cognitive functioning (Davids, Chow, & Shuttleworth, 2005). This teaching approach is also considered as an important framework for addressing students' performance, learning of movement skills and game-play knowledge (Renshaw, Chow, Davids, & Hammond, 2010). CLA is derived from the theoretical framework of ecological dynamic system. This believes that everyone possesses different ability of motor skills and behaviour. Studies have supported that CLA enables learners to be involved in self-discovery learning process. Therefore, learners can find out the efficient body movement itself by encountering constraints (Davids, Glazier, Araujo, & Bartlett, 2003; Verejiken, Whiting, & Beek, 1992). Renshaw et al (2010) summarised relevant studies related to non-linear pedagogy, and the findings suggest that the CLA approach is considered as an ideal pedagogical model for enhancing motor learning process. Studies have insisted that learners should be challenged to use their cognitive skills as well as exploring their bodily movement. This can be practiced when there are interactions between three constraints such as performer itself, environment and task (Chow, 2013). In addition to this argument, Moy, Renshaw and Davids (2016) also contend that non-linear teaching approach could bring positive impact on the students' intrinsic motivation and this can also satisfy the student's satisfaction of three basic psychological needs: autonomy, competence and relatedness. They furthered that with the result of study and argued that teaching behaviour should be positive, comfortable and supportive for the satisfaction of the students' needs.

2.10 Roles of teachers, coaches, and instructors

Lyle (2002) portrayed 'role' as a pattern of behaviours or tasks that an individual is supposed to perform. This is because of a specific position or job that he or she holds. Based on Lyle's consideration, the following section is looks at three main roles

of an instructor, teacher and coach. Moreover, their differences of roles are going to be made by reviewing literatures of yoga and outdoor adventurous activities.

It has been suggested that the coaches' main role is to devise purposeful training programmes for enhancing athletes' performance (Lyle, 2002). For example, coaches help athletes to develop their knowledge, skills and assist athletes' needs according to what sports they play (Crisfield et al., 1999; Parsloe & Wary, 2000). In relation to pedagogic concept, coaching is associated with training (Prain & Hickey, 1995). Coaches are expected to possess specific technical knowledge that could help athletes to attain high level of techniques and skills in competitive sports (Lee, 1998; Lyle, 2002). On the whole, during the training sessions, coaches' main jobs are: demonstration, instruction, observation and giving feedback (Lyle, 2002). During the training sessions, it is common for participants to be involved in drilling sessions to practice tactics and skills. At the same time, coaches will help athletes to improve their efficiency of the techniques as well as dealing with the areas of improvement (Kidman & Lombardo, 2008; Lyle, 1999).

The role of the teacher is often associated with educating students in physical education. Teachers main roles seem to be comprehensive; they have to help students to improve cognitive (thinking), affective (feeling) and psychomotor (physical) skills (Cassidy, Jones & Potrac, 2009; Green, 2008). Within the class, teachers give students instruction, demonstration and explanation of skills (Siedentop, 1994). However, there are still strong notions that coaches tend to put more emphasis on improving athletes' physical skills domains.

Despite the issue in the differentiation of the roles between teachers and coaches within coaching and educational literatures, Cassidy et al. (2009) argued that coaches' roles can become more holistic, if coaches also put equal distribution of importance on athletes' cognitive, affective and psychomotor skills. They ranged over different types/ characteristics of teaching styles and suggested that these can be applied into educating athletes in sports coaching domain. Cassidy et al. (2009) refer to Moston's model of a spectrum of teaching: direct method, task method, and guided discovery method. All of these teaching approaches are closely related to both yoga and outdoor and adventurous pedagogy. Berry (2015) also reflected on different types

of coaching approaches such as command, practical and guided discovery. He contended that those different coaching styles should be applied according to the participants' level of knowledge and skills. With all this in mind, it can be construed that coaches' role is to select appropriate teaching styles to the coach/ teach their participants.

2.11 The nature of instructor and how do we use this term?

Studies suggest that educators from adventure and outdoor activities, are called by various interchangeable names such as teacher, coach, instructor and facilitator (Bunyan, 2011; Berry, 2011; Ryall & Oliver, 2011). In a broad sense, the facilitator is responsible for creating a learning environment where participants can learn, improve, enhance their personal growth and skills (Berry, 2011; Lomax, 2011).

Ryall and Oliver (2011) portrayed the role of instructors and coaches in regard to teaching/ coaching dangerous sports as well as considering themselves as responsible for their students. They contended that both coaches and instructors' role is to facilitate participants' learning and, it is also important to protect the participants in dangerous sports from harm and the possible occurrence of injuries. Although they said the term 'instructor' and 'coach' are used interchangeable in this educational context, they made a distinction between each term. The term 'coach' is applied in sport context which focuses on improving the participants' techniques and skills. Moreover, coaches try to assist participants' own goals (Ryall & Oliver, 2011). Whereas the instructor is known as a teacher, who provides knowledge and insight; instructors often focus on giving basic skills and knowledge. In relation to teaching approach, instructors tend to give elementary skills. This is because beginner participants lack experience and skills. Therefore, the instructors' main role is to help the beginner participants to attain basic skills as well as providing safe guidance to deal with possible occurrence of risks within the adventurous sport activities (Ryall & Oliver 2011). Berry (2015) also suggested that adventure sports coaches are required to facilitate participants' knowledge and improve their decision-making skills

rather than just provide simple guidance. Therefore, this approach encourages participants to improve their skills and techniques by being actively engaged in experiential activities, and challenged by dealing with dynamic environment (Berry, 2011; Collins & Collins, 2015). The key role of adventure educator is to help learners being reflective. They should be able to draw previous experience and build new knowledge to improve. This process will make the learning more effective such as skill acquisition and cognitive skills (Berry, 2011; Lomax, 2011). In order to achieve this, educators should be capable of designing safe lesson plans which can help participants to make a good progression by being challenged by new tasks. In addition, they should effectively communicate with participants and ask reflective questions to challenge their pre-existing ideas and providing safe learning environment (Berry, 2015; Lomax, 2011). Lomax (2011) furthered, that it is important to give more instruction in early stage of learning. This is because beginner/ novice participants require more instructions/ guidance to learn as well as to prepare themselves to become independent learners.

Leather and Nicholls (2016) also agreed with previous studies but they also stressed the importance of building relationship between teachers and other participants. This empirical study suggested that having good relationship brought about a positive impact on students' physical, emotional and cognitive aspect of learning. The study suggested that good communication such as having a good conversation enhance the engagement of learning. Bryson and Hand (2007) also highlighted the teachers role of having a good relationship between students as it fostered the participants' engagement. In their study, the teacher-student relationship implied the element of 'trust' between them and this brought a positive impact on the students' learning.

2.12 Yoga related studies and roles of yoga teachers

Yoga related studies showed that (Krucoff, Carson, Peterson, Shipp, & Krucoff, 2010; Lia, Philo, & Cadman, 2016; Tate, 2016) the general role of yoga teacher in the class plays a significant role. In general, they tend to lead the class by giving verbal instructions, with regard to observation of the class, adjusting

wrong position (posture of the body) and in giving a safe guidance to those who have medical issues. Moreover, studies reflected the view that yoga teachers have multi and more complex role than just giving instructions. For example, as yoga demands rigorous physical discipline (mind-body discipline), yoga teachers are required to have good information of each participants (medical conditions) in order to guide them with appropriate and safe yoga exercise which suits the participants' ability. Interestingly, Lia et al (2016) determined that although yoga participants wanted to feel the sense of their 'inner experiential authority' (i.e. feel and have awareness of their own body and mind), which is also considered as a sense of autonomy, they also want the teacher's authority and expertise. This is because the teacher's intervention and authority are considered to be beneficial to identify the participants' areas of improvement to enhance their yoga learning.

2.13 Pilates Related Studies

It is considered that in Pilates class, participants often follow teacher's instruction as teachers guide their movement and help them to perform efficiently. Teacher-led learning and linear teaching approach is often observed in Pilates classes. However, Byra et al. (2013) argued that in relation to college students' motivation toward Pilates exercise, inclusion style of teaching was more beneficial. In the inclusion style, students were given a choice to select the level of activities and they could work at their own pace and rhythm and the teachers provide feedback on their performance. This resulted in providing more opportunities for enhancing students' motivation. It is studied that the teacher's behaviour related to providing feedback for students across all three different teaching styles such as command, practice and inclusion teaching styles. Also, in this study when Pilates teachers applied practice and inclusion styles of teaching, students received more detailed and positive feedback.

A similar study was done by Sanchez et al. (2012), where the students were learning Pilates, and they were involved in three different teaching styles which included: 1) Command style which involved teacher's demonstration first and students follow teacher's demonstration. Then students practice movement of Pilates exercise.

2) Practice style involves teacher's demonstration first and then students practice movement of Pilates with task information sheets. 3) Inclusion style consists of teacher's demonstration of different levels of tasks for each exercise and students can choose what level they wish to work at. Then the teacher provides feedback. The finding of this study showed that students preferred command style the most. This is because they were able to maintain the pace and form of moving under the teacher's command/ control. Although the perceived cognitive involvement was lower than the inclusion style of lesson, students found out that the command teaching style will suit them most for Pilates lessons.

So far, this chapter has dealt with the relationship between participants' motivation and Pilates teachers' teaching style and pedagogy. This chapter provided a range of motivational theories including self-determination theory, OIT, CET, HMIEM and Achievement goal theory. Furthermore, studies related to coaching behaviour, different types of teaching styles and skill acquisition theory were reviewed. The last part of this chapter reviewed Pilates related studies.

CHAPTER 3: METHODOLOGY

3.1 Research Paradigm

A paradigm is defined as the a of basic belief and world-view which guides researchers to select appropriate methods based on the ontological, epistemological and methodological points of view (Guba & Lincoln, 1994). Ontology questions the reality such as the matter of existence and nature of phenomena (Grix, 2002). In other words, it looks at the possible kinds of human beings and the nature of reality and the social world (Bryman, 2012: Gratton & Jones, 2010). Epistemology is known as the relationship between the knower and what can be known (Denzin & Lincoln, 2011). This is often described as the knowledge and truth and it looks at the process of how people gain knowledge regarding their interest and for researcher's own studies (Bryan, 2008; Crotty, 1998). Gratton and Jones (2010) suggested that it is important to have an epistemological awareness, so that the researcher can understand the position of the researcher as well as selecting a suitable method to answer the research question.

There are two main paradigms in the nature of knowledge and they use different approaches to attain knowledge; which are positivism and interpretivism (Gratton & Jones, 2010). Positivism argues that there is an external reality which can be understood. Therefore, this approach deals with realism and objectivism and aims at gaining a true and valid knowledge by testing the hypothesis to verify the findings. Positivist approach is prevalent in natural science such as in the studies of human behaviour that is objective and tangible in nature (Guba & Lincoln, 1994; Lincoln, Lynham & Guba, 2011). In contrast to positivism, interpretivism argues that the social world and its existing phenomena cannot be tested and measured in numerical ways. This suggests that the social world and its phenomena should be viewed in a subjective way. For instance, these should be interpreted by the individual's own personal experience (Rossman & Rallis, 1998). Interpretivism argues that social reality is complex and subjective. That is, an individual's voice and experience play a key role to shape and construct the social reality (Smith, Sparkes, Phoenix & Kirkby, 2012). Therefore, it emphasises the understanding of a specific context, cases and different

experiences from different people that would help in understanding the essential character and nature of meaning from the subjective point of view (Smith, 1987).

Guba and Lincoln (1994) contended that in constructivism, realities are formed with multiple, intangible mental constructions, socially and experientially based, local and specific in nature. This approach believes that knowledge is generated by interacting with the investigators and the respondents. That means, people will keep reconstructing their opinions, values and meaning of a given phenomenon (Smith et al., 2012; Thorne, 2008). Interpretivism adopts qualitative methods to gather data. This method collects and interprets them in a subjective way (Bryman, 2012). This approach can discover a research topic as people can construct their meanings of a given phenomenon. Therefore, it enables one to expand the understanding of the phenomenon via individual's opinion, cases and experiences (Smith et al., 2012).

As mentioned before, positivism views that human behaviour, and the sport environment is stable and they are measurable. Positivism only recognises true or valid forms of knowledge that can be tested and measured in a scientific way. In other words, this positivist approach is mainly aimed at drawing a precise answer by testing the researcher's hypothesis (Gratton and Jones, 2010). From this point of view, the researcher is not going to employ a positivist epistemology. This is because it would not be able to look at the individual and their own experience of Pilates teachers and Pilates participants from their own perspectives. Therefore, this research study is going to apply a constructionist epistemological stance to draw the individual experience of Pilates teachers, such as teaching their participants. From Pilates participants, the researcher expects to gain experiences of their learning Pilates by attending Pilates classes. Both the Pilates teachers and participants' experience are going to be compared to access how the teachers teaching styles would have an impact on the participant's exercise motivation.

3.2 Methodology

Methodology is known as the approach used for getting knowledge (Guba & Lincoln, 1994). Crotty (1998) points out that methodology is the strategy that links the choice and use of methods to the desired outcomes. Moreover, it examines the logic and rationale that underpins the use of methods (Huges & Sharrock, 2007). This research study is going to use a phenomenological approach. Phenomenology is defined as a study of consciousness. That is, it is experienced by people, and where they live, and what it means to them (Giorgi & Giorgi, 2008). This approach believes that the world and the reality which we live in is subjectively experienced. Phenomenological research aims at understanding people's perception and experiences of the world, in everyday life (Eatough & Smith, 2006; Jones, Brown & Holloway, 2013).

Aims and objectives of this research study:

- To critically evaluate the factors relating to motivation among Pilates participants in UK Pilates class.
- To investigate the relationship between participant motivation and instructional style/ pedagogy
- To analyse how levels of participants impact upon instructor pedagogy and participants motivation

Based on these aims and objectives of the study stated above, the researcher is going to choose a qualitative research approach, and an Interpretive phenomelogical approach. This is because the researcher believes that Pilates teachers and participants voices would provide their own thoughts, values, and opinions which come from live-experience within the Pilates class. As a result, their opinion could contribute to reconstruct new knowledge by interpreting these collected data (Lincoln & Guba, 1985).

3.3 Data Collection and Interpretative phenomenological analysis

IPA is a qualitative and psychological research method which is associated with phenomenology; this is also described as the "study of experience". This approach understands the people's everyday experience of reality and understands the phenomenon in question as well as interprets the experiences of the people (Holloway & Todres, 2003; Jones, et al., 2013). IPA looks at the individual's specific situations or events in a more subjective way to get close to the participants' views and their orientation towards their world. Therefore, it aims at interpreting the participants' opinions and feelings in great detail from the participants' perspective (Smith, Flowers, & Larkin., 2009). Especially, IPA enables to look at what the participants interests the most within the topic and how they experience, feel and express their emotion within the context. What is more, this approach reflects on how the participants make an important decision in their life, and how they respond to it (Larkin, Watts, & Clifton, 2006).

As IPA is based on hermeneutical methods of enquiry, the researcher needs to consider carefully the situation where the participants have made claims and expressed their feelings (Smith et al., 2009). These sense-making activities should be interpreted by the participants of what is happening to them (Smith, 2007). As this research study is trying to look at the views, feelings, detailed stories, thoughts, and first-person account of Pilates' teachers and participants, their semi-structured interviews were used (Smith et al., 2009). Gaskell (2000) also contended that this approach enables one to gain valuable contextual information, exploring a wide range of opinions and different representations of the issues related to the research question. Focus groups were also used for Pilates participants. This approach involved a discussion in a group of respondents where the researcher would act as a moderator for the discussion (Braun & Clarke, 2013).

The strength of conducting interviews is to allow the participants to talk about their own thoughts and experience in their own words. As they can also elaborate on the areas of their interest in depth, new themes can emerge. Semi-structured interviews often start with a standard set of questions, but subsidiary questions can be used for asking more opinions from the respondents (Jones et al., 2013). As Jowett

and Timson-Katchis (2005) suggest, a standard set of questions should be adopted, modified and excluded depending on the responses from the respondent. This research study also adapted subsidiary questions. Its aim was to encourage respondents to elaborate more about their interesting statements or opinions during the interview. Moreover, subsidiary questions were used for clarity of the interview questions.

The limitation of the interview method lies in the verbal or non-verbal reactions to the respondents from the interviewer during the interview process. These reactions and responses could prevent respondents from providing their own first-person account. For example, nodding at certain responses and statement which make the respondents to think they should provide answers that would satisfy the interviewer (Fontana & Frey, 2008). The other disadvantage is that interviewees could be dominant and lead the interview. When this happens, the interviewer should guide the interviewee back to be focused and made to provide relevant answers to the interview questions. (Jones et al., 2013; Kvale, 1996).

The strength of focus groups is that it enables the researcher to access the rich data by involving in group interaction. Interaction between the participants who have the same experiences would share their feelings, thoughts and make comments on another participants' opinion (Jones et al., 2013). This might lead to draw interesting opinions or new themes for the research study and focus groups is an effective method to gather new opinions about the issues which are little known. (Braun & Clarke, 2013). However, there are limitations such as the depth of interview, as it might not be the same as the one to one interview since there would be less opportunity to speak in detail within the group of people. The other limitation might be that one individual participant can dominate the whole group or it is easy to get off the topic. To address these problems, the interviewer should make sure that the group is not dominated by one participant as well as moderating well to encourage the participants to stay on the main topics to provide relevant opinions and thoughts for the research question. (Braun & Clarke, 2013; Jones et al., 2013). Especially, this area of study, such as the relationship between participants' motivation and Pilates teachers teaching style is little known. Therefore, this semi-structured interview and focus groups would elicit rich and detailed information or the possibility of finding new concepts for the area of research study (Jones et al., 2013).

3.4 Multiple role as the researcher in this study

Overall, by possessing multiple roles the researcher brought about a positive impact on this research study. For instance, she helped to build rapport with Pilates participants, Pilates teacher/ instructor trainees, and Pilates teachers/ instructors. This formation of a good relationship helped them to express their opinion more freely and willing to respond to interview questions sincerely (Jones et al., 2013).

As Thorne (2016) contended, qualitative research approach enables the researcher to enter the field where she or he can actively engage with the research study. Being a Pilates participant, the researcher was enabled to understand/ sense the actual learning environment of Pilates class and teaching styles used among experienced Pilates teachers. Moreover, this provided opportunities to meet many Pilates participants who practiced Pilates at different levels: beginners, intermediate, and advanced level. This helped the researcher to share participants' diverse opinion and ideas of being a Pilates participant. By being a Pilates teacher/ instructor trainee, the exercise challenged the researcher's previous experiences and conception of Pilates teaching/ coaching and also made the researcher to reflect on different aspects of teaching styles used in Pilates class (Yardley, 2000).

3.5 Participants and sampling

Within the qualitative study, selecting appropriate sampling is crucial as the researcher should draw subjective material that conveys participants' own experience and opinions. This will one to enable address the research question (Creswell, 2013; Giorgi & Giorgi, 2008; Thorne, 2008). Participants for this research study are thus going to be selected within a certain criterion according to the main purpose and goals of the study (Bryman, 2012). Purposive sampling is often applied in studying phenomenology. This approach enables one to gain rich information and to improve the understanding of the phenomenon under investigation (Jones et al., 2013). Therefore, snowball sampling was selected for the method to recruit participants such as Pilates teachers and Pilates participants. This is because they are not new to

Pilates so that they can respond to research questions in a more detailed way (Jones et al., 2013). After interviewing 5 Pilates teachers/ instructors, and 30 Pilates participants (5 focus groups (n=13 participants) and 17 individual semi-structured interviews), it was considered that data saturation was reached. It is suggested that three to five focus groups often lead to data saturation; this indicates that enough new information was collected to draw new emerging or additional themes and they are ready to be analysed to draw the final results (Bryman, 2008; Fusch & Ness, 2015; Jones et al., 2013).

Recruitment process with Pilates participants

Most of beginner and intermediate participants were recruited from a local Pilates studio in Oxford. As the researcher herself had already attended classes in this studio, it was easy to ask help from the teacher and staff from the studio. Pilates participants from the same class with the researcher were selected by agreeing to do interviews, then the rest of the potential interview participants were recruited by asking, sending emails, and the Pilates teacher asked the participants whether they were interested in taking part in this research study (Bryman, 2012). A few staff members from the Pilates studio helped the recruitment process by sending out emails explaining in brief information about the research topic and interview procedures. In regard to ethical issues and the Pilates studio's data protection regulation, the researcher asked and received permission from both Pilates teachers and staff members prior to carrying out interviews.

Most of advanced Pilates participants (n=8) were recruited from the Pilates teacher/ instructor trainee course in London while the researcher was on the same course. Two advanced participant interviewees (n=2) were not Pilates teacher/ instructor trainees. Four intermediate participants (n=4) were from the same group of Pilates participants who attended Pilates class in Oxford and the researcher also attended the same class with them. Five intermediate participants (n=5) were recruited from the same Pilates studio who attended different intermediate classes. One intermediate participant (n=1) was an acquaintance of the researcher. Nine beginner Pilates participants (n=9) were recruited from Pilates studio in Oxford where

the researcher attended. One beginner interviewee (n=1) was an acquaintance of the researcher. A majority of the participants who were not in the same class or trainee course with the researcher, were recruited by asking shortly after or before Pilates classes began. Five Pilates teachers (n=5) were recruited from Pilates studios in Oxford and London. The researcher received lessons from all five Pilates teachers/ instructors. Therefore, it was much easier to get a confirmation from them compared to recruiting Pilates participants interviewees.

Sampling focused on a group of people who practiced Pilates regularly and attended a Pilates class either matwork or equipment. Most of the participants attended group classes but some of them also received private sessions (one-to-one session). They were attending Pilates class located in Oxford and London. All of them (1 male and 29 females, age range = 20-70) practiced Pilates by attending different level of classes. There were three main groups which were advanced (n=10), intermediate (n=10) and beginners (n=10) class. The duration of interview was between 6 minutes to 37 minutes.

Recruitment process with Pilates teachers and instructors

They were all experienced and qualified Pilates teachers. Each participant was selected based on his/ her teaching experience. They were actively involved in teaching Pilates classes and one-to-one lessons. They had an average of 9.8 years of overall teaching experience (SD = 5.8 years, range 4-17 years). They taught different levels such as beginners, intermediate and advanced participants. They also worked with clients who have had medical condition. Individuals selected in this study was qualified, with relevant Pilates qualification which meets the UK national standard requirement. Level 3 Pilates (Matwork) qualification is mandatory to teach Pilates (mat-based Pilates teaching). Two of the participants only teach mat Pilates and the other three teach both mat and equipment Pilates such as reformer.

Although there is no strict role for generalisation for sample size in qualitative study, this approach often involves small sample size. As IPA emphasises drawing on the depth and richness of the interview data, such as detailed stories, thoughts and feelings from individual participants, the recommended sample size is about five to six

participants (Jones et al., 2013). For this research study, five Pilates teachers (2 males and 3 females) were identified. They teach Pilates in Oxford and London. An interview was conducted with each Pilates teachers/ instructor. The duration of each interview was between 17 minutes and 40 minutes. The duration of the interview was longer with Pilates teachers/ instructors who did not have to prepare for the next class. Nevertheless, all the participants covered all key interview questions which could address research objectives.

3.6 Where did the interviews take place?

As Braun and Clark (2013) suggest, the location for the interview should be selected where the interviewers feel safe and the participants feel comfortable. In order to achieve this, the researcher attempted to find a quiet and not too private place so that interviewer and the respondents feel safe and comfortable to do an interview. Moreover, a quiet place will enable to record conversations clearly. The main venue for conducting interviews were spare class rooms in Pilates studios and cafés. A hall and lounges in Pilates studios were also used for doing interviews. It seemed that the duration of interviews was affected by the availability of their time and schedules to a certain degree. All the Pilates teachers, Pilates instructors and Pilates participants seemed comfortable and they expressed and shared their experiences and their own opinions in detail. Especially, when participants did interviews in local cafes, they looked comfortable, and expressed their thought clearly. The venue had both advantage and disadvantage. The main advantage was that participants seemed more relaxed and to some extent, they became more honest about their opinions as they spoke about their experiences in a natural way (teaching styles, what they liked, and what they did not like). It is considered that if the interviews were carried within the studio, the participants might not wish to talk freely about their teachers or experiences that they had within the classes. A minor disadvantage was noise from other people in the café. This affected audio recording, but this did not seriously affect the process of transcriptions.

All interviews began with a brief explanation about the research topic. The researcher also introduced herself briefly. All the participants agreed to use a voice

recorder to record the conversation for the interview (Gaskell, 2000). All interviews started with warm-up questions such as asking their feelings after the Pilates class, and what types of exercise they do. These questions were used for releasing the tension and build relationship with the respondents (Gratton & Jones, 2010). The researcher tried to make the interview questions clear and precise. This is because it is important to convey the meaning of each questions clearly, so that the respondents would not misunderstand the question. To improve the clarity of questions, all questions were kept short, precise and clear; questions also should be phrased properly because this will make the respondents to talk more (Schensul, Schensul, & LeCompete, 1999).

Interviewing with Pilates participants

At first, all the Pilates participants intended to carry out a focus group interview. However, one-to-one semi-structured interview was also employed due to the participants' schedule. According to Mason (2002), a comfortable environment would make the participants to give their opinion more freely. Focus groups had two to three participants and this small group allowed the participants to have more opportunities to speak and interact with each other participants well. Moreover, it was easier for the interviewer to moderate or interact with the respondents (Smithson, 2000). During the interview, the interviewer was open-minded, responsive and flexible to participants opinion. For example, some respondents wanted to further their opinion or came back to the topic where they wanted to explain more. In that case, they were also encouraged to share or discuss their opinions (Hollander, 2004). There was a total of five focus groups interviews for the data collection. There were two focus groups interview from advanced participants (three participants in each group), one focus group interview from intermediate participants (three participants in a group), two focus group interviews from beginner participants (two participants in each group). All advanced participants focus groups interviews were conducted in a Pilates class room.

All focus interviews among advanced participants flowed smoothly and the people felt more comfortable to speak as they were with someone who already know (Pilates teacher/ instructor trainee groups). Similarly, the focus groups from

intermediate participants, they already knew each other and they had been in the same class for long time thus the interview process was natural. Two focus group interviews were from beginner participants. There were two people in each focus group and interestingly, they interacted more dynamically. They agreed or disagreed with each other's views, while they had meaningful discussions.

One-to-one interviews with Pilates participants

A total of six (n=6) one-to-one interviews were conducted among beginner participants. With the consent from the Pilates teacher and staff members from the Pilates studio, the researcher gained opportunities to ask directly to potential participants. The best time to recruit potential participants was before the Pilates class began or after the class. If they were happy and agreed to take part in the interview, then the interview was conducted. As we met for the first time, the researcher briefly introduced herself and explained about the research study and the procedure of one-to-one interview. Before starting the interviews, short and casual conversation was involved. With the acquaintance of the participants, the appointment for the interview was arranged considering the participant's convenience. A total of seven (n=7) one-to-one interviews were carried out with the intermediate participants. All interview procedures were the same as with the beginner participants as stated above. A total of four (n=4) one-to-one interviews were conducted among advanced participants.

3.7 Ethical Considerations

The researcher was required to submit a research proposal for this research study before the research started. By doing this, the researcher got a permission from the University of Gloucestershire ethics committee to proceed further in the research. Prior to commencing with the data collection, ethical issues were considered. In qualitative research, confidentiality of the individual participants and focus group conversation and participant's anonymity are complex and common ethical issues (Bryman, 2008; Gratton & Jones, 2010; Gavey & Braun, 1997). Especially in focus

group interview, participants were encouraged to keep confidentiality of other people and be aware of any negative comments or hurtful remarks on other participant's opinion. Before carrying out the interviews, all the participants were reminded and informed of rules for the interviews, including the importance of confidentiality of individual participants and group discussions and anonymity. The researcher provided information sheets and consent forms which briefly described the research aims and objectives and how these collected data would be used and presented for this research study (Marshall & Rossman, 2011). All the participants had the right to make decisions on whether they would like to take part in the interviews or not as their participation was voluntary (Flynn & Goldsmith, 2013). Moreover, all the participants had the right to stop or withdraw from the interview as they were feeling uncomfortable or stressed during the interviews. Audio data (recorded interviews) and interview transcriptions were stored in the researcher's personal laptop, which was only accessible to the researcher by entering the password (Silverman, 2013).

3.8 Data Analysis

There were a total of 35 interviewees in this research study. There were 5 Pilates instructors and 30 Pilates participants (10 people = advanced, 10 people = intermediate, 10= beginners). All the instructors were individually interviewed. There were two focus group interviews (3 people in each focus group) and 4 individual interviews from advanced Pilates participants. There was one focus groups interview (3 people in one group) and 7 individual interviews from intermediate Pilates participants. There were two focus groups interviews and 6 individual interviews from beginners Pilates participants (2 people in each focus groups). All of the interview conversation was audio recorded. All the interviews were transcribed verbatim. The researcher adapted and followed the IPA to analyse the collected data (Smith & Osborn, 2007).

The main aim of IPA was to interpret the meanings. The researcher made sure all the transcriptions were read thoroughly and repeatedly to make sense of the words and understand the meanings of what was said (Smith, 2015). That is, the researcher

was required to be actively engaged with the interview transcriptions. A double hermeneutic was applied to look at what it was like to be a Pilates teacher, and their experience of dealing with teaching different levels of participants from their point of views (Smith, Flowers &Larkin, 2009). In the hermeneutic approach, to make of sense of Pilates teachers and Pilates participants subjective world, there are two major aspects of respondents' accounts. The first one is the object of concern in the respondent's world. The second one is the experimental claims made by the respondents (Larkin et al., 2006).

As this research study aimed at looking at the participant's personal experience, IPA also focused on the groups. According to Smith (2004), both the group patterns and dynamics and idiographic accounts should be also addressed. Consequently, the researcher tried to do both but paid more attention to making sense of the individual participant's experiences.

The analysing process began after finishing each interview. As soon as the interview terminated, a summary of the general thoughts were written down. The researcher made a brief note of the important details or interesting features during the interview. These brief notes were helpful during the processing of data analysis as it helped to refresh memory and helped to reflect on the researcher's analytical process (Larkin et al, 2006). After finishing the transcript, the initial notes were made first and then these notes enabled to produce a number of meaning units or themes. As a result, there were more common themes generated within the transcripts among Pilates teachers and Pilates participants (Smith & Osborn, 2007). Some participants expressed their feelings and thoughts at some length, so their transcripts provided richer data. Therefore, these parts of interviews were more focused to be analysed.

As Smith and Osborn (2015) contended, it is important to comprehend the content, and the complexity of the meanings from the statements made by the respondents. As a result, the researcher attempted to adopt the technique called hermeneutic circle, which is a flexible approach that allows one to be actively engaged with the data and interpret the respondent's personal meaning and experience (Smith, 2007). For example, the term hermeneutic circle is considered as an appropriate and flexible technique which helps to be actively engaged with the data and interpret the respondent's personal meaning and experience effectively. For example, the

researcher should be able to look at the sentence or context and then see the part as a whole (Smith & Osborn, 2015). Moreover, existing theoretical concepts were considered to enhance the analytical process, which enables one to develop themes and explain the same in detail (Larkin et al, 2006).

The researcher attempted to look at the context and the personal meanings of both Pilates teachers and Pilates participants. The right-hand margin was used for transferring the raw data transcript into meaning units. Interesting features were highlighted in orange and important features were highlighted in red. Comments were made on each unit (Giorgi & Giorgi, 2008). The emerging themes were produced and during this process, the researcher tried to capture the essential quality of what was identified in the text first. As well as doing this, these themes also presented more psychological terminology. More analytical processes flowed by examining those themes to see whether they were related to each other (Smith & Osborn, 2007). Related themes were identified, and they were grouped under the super-ordinate themes. These themes captured most strongly the respondent's concerns (Smith, 2015; Smith et al., 2009). A table of themes from each participant were then produced. The table contains super-ordinate themes and other sub-themes. There were also identifiers for each theme marked with numbers which indicated the page, number and line. These helped to find the original interview transcript to review the themes (Smith, 2015).

CHAPTER 4: RESULTS & DISCUSSION

This chapter shows the overview of superordinate themes and subthemes on Pilates participants exercise motivation, Pilates teachers teaching style and the relationship between participants motivation and teachers teaching style. Moreover, these findings were going to be discussed. The analysis of the data was divided into four main sections. Each theme table from different groups are illustrated below. These tables enable the researcher to organise the analytical process by finding the original source from the raw data. These table of themes are all accounted from the participant's' responses (Smith & Osborn, 2015). They were created based on the most strongly worded respondent's concerns or most frequent opinions or ideas that appeared in the raw data. Moreover, in this research study, because of the large number of samples of Pilates participants, some of the sub themes were not as solid as other sub themes. However, the researcher tried to look at minor sub themes if it seemed relevant and interesting to mention in order to make it clear. The overview of data analysis among beginner participants were in green colour under assumed names. Red colour was going to be used for intermediate participants and blue colour for advanced participants.

Figure 1. Superordinate themes and subthemes from Pilates teachers and instructors

4.1 Superordinate theme 1 Role of Pilates teacher/ instructor	4.2 Superordinate theme 2 Teaching styles	4.3 Superordinate theme 3 Motivation (How to motivate participants)	4.4 Superordinate theme 4 Relationship building (with participants)

Subthemes
 	
4.1.1   Help participants to become independent learners
    • Stimulating
	Subthemes
	
	4.2.1 Different levels
	
	Beginner
	
	    • Emphasis on basic principles
	    • More demonstration
	    • Help their understanding
	    • Informative and five more guidance
	Advanced
	
	    • Increase the level (make exercise harder)
	    • Less demonstration
		Subthemes
		
		4.3.1 Help participants to become aware of their possession/ improvement
			Subthemes
			
			4.4.1 Contained (have some boundaries)

4.1.2   Class management
    • To motivate and encourage participants
    • Give feedback
    • Challenge participants
    • Understanding individual differences
	4.2.2 Different Context (private and group class)
	
	Private class
	
	    • Tailor exercise programmes for individuals
	    • Being more attentive
			4.4.2 Caring and considering participants

▪ Create a safe learning environment ▪ Test and check participants' progression ▪ Create fun, enjoyable, and interesting class	▪ Give out homework Group class ▪ General exercise (exercise for all) ▪ Less/ no feedback		

Figure 2. Superordinate themes and subthemes from beginner participants (L1)

4.5 Superordinate theme 5 Pilates teacher/ instructor (who is Pilates teacher/ instructor?) and their characteristics	4.6 Superordinate theme 6 Motivation (what factors made them to do Pilates? and what factors motivate them to carry on doing Pilates?)	4.7 Superordinate theme 7 Relationship building (with Pilates teachers/ instructors and other participants)
4.5.1 Emotional intelligence - Approachable - Empathy (caring participants) - Calm and relaxing	4.6.1 Health issues (initial motivation) - Physical discomfort - Recommendation from physios, families and friends - Worries and concern about their health (Afraid of being in a bad condition)	4.7.1 Important to build good relationship with the teacher - Respectful
4.5.2 Verbal skills - Lots of instructions (guidance and explanation) - Help to get the right movement - Feedback	4.6.2. Aims and improvement - Hopes and aims (initial motivation) - See the progression - Aims and goals	4.7.2 Sense of belonging (Relationship with participants) - Have a conversation/ Chit-chat
	4.6.3 Teachers'/ instructors' teaching styles and class environment	

Figure 3. Superordinate themes and subthemes from intermediate participants (L2)

4.8 Superordinate theme 8 **Pilates teacher/ instructor (who is Pilates teacher/ instructor?) and their characteristics**	4.9 Superordinate theme 9 **Motivation (what factors made them to do Pilates? and what factors motivate them to carry on doing Pilates?)**	4.10 Superordinate theme 10 **Relationship building (with Pilates teachers/ instructors and other participants)**
4.8.1 Emotional intelligence - Approachable	4.9.1 Health issues (initial motivation) - Physical discomfort - Recommendation from physios, families and friends - Worries and concern about their health (Afraid of being in a bad condition)	4.10.1 Good relationship with Pilates teachers/ instructors - Trust - Feeling comfortable with them - Respectful - Talk to teachers after the class
4.8.2 Teaching skills Verbal skills - Give out clear instruction - Giving feedback - Detailed information and lots of explanation Tactile cueing and demonstration - Correction - Demonstration Class management - Safe - Stimulating (help to be engaged/ focused)	4.9.2. Aims and improvement - Hopes and aims (initial motivation) - See the progression/ improvement - Become competent/ skilful	4.10.2 Casual relationship with other participants - Chit-chat/ short conversation after the class - Socialising (seeing other participants outside) - Chance to meet new people
	4.9.3 Positive effect of being in the Pilates class - Feeling good and refreshed	

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	▪ Interesting and enjoyable ▪ Disciplined (teachers and the class)	

Figure 4. Superordinate themes and subthemes from advanced participants (L3)

4.11 Superordinate theme 11 Pilates teacher/ instructor (who is Pilates teacher/ instructor?) and their characteristics	4.12 Superordinate theme 12 Motivation (what factors made them to do Pilates? and what factors motivate them to carry on doing Pilates?)	4.13 Superordinate theme 13 Relationship building (with Pilates teachers/ instructors and other participants)
4.11.1 Teaching skills Tactile cueing - Correcting Verbal skills - Give clear instruction for Pilates exercises Class management - Give choices and take up suggestions from participants	4.12.1 Health issues (initial motivation) ▪ Recommendation from friends, families and physios (Initial motivation) ▪ Discomfort and pain (Initial motivation)	4.13.1 Build rapport with Pilates teachers/ instructors ▪ Feeling comfortable with them ▪ Try to keep good relationship ▪ Sense of belonging ▪ Talk to teachers after the class
4.11.2 Positive aspects of teachers' characteristic - Positive - Engaging	4.12.3 Being competent and making progression ▪ Feel that she is doing right ▪ Benefit of doing Pilates Receiving individual and positive feedback	4.13.2 Relationship dynamics with other participants ▪ Chit-chat ▪ Being respectful ▪ Feel comfortable

Pilates teachers and instructors: 4.1 Superordinate theme 1 - Role as a Pilates teacher and instructor

Help participants to become independent learners

Stimulating

It was interesting that although Pilates is taught in a very much teacher-centred approach as Pilates teachers lead the class by giving instructions, most of the interviewees encouraged their participants to be responsible for their learning. It was evident that they wished the participants to become more independent learners. Their discourse represented that one of their major roles was to help the participants to feel the need of autonomy. This is because the participants were themselves the directors of their learning (Deci & Ryan, 2000; Vallerand, 1997). For example, Scott expressed:

The teacher is only a guide and the student needs to give back to the teacher the same level for it to work really. I don't believe teacher can. You can only teach so much. The rest of it has to be embodied and taken on by client (5.54)

He further added:

I like to throw the ball into the court a little bit because that's important. They're not just doing what you are telling them to do. They should be reacting to what they're feeling and what they are experiencing in their own body as well (4.42)

He explains that learning becomes effective when participants can feel and understand by exploring their own body.

Cynthia also explained:

I say, 'right, I want you to do a couple more of these' and I try not to say too much. Unless I am seeing something that I need to correct. Because you need to internalise things… They gonna learn, um, themselves (4.88)

She admitted that Pilates teaching involves teacher-centred approach, but she also maintained her opinion that participants also have to do their work. She identified, "*there is, it has to be led, but you have to give the participants um, what they have to learn for themselves too.*" (4.92).

Cara linked participant's ownership with the sense of belonging. She suggested that if a participant has ownership for their learning, he or she might feel more to be involved and connected to the class. she described, "*everyone should start understanding how they are feeling and what does it make them feel like…it just makes them little bit more ownership for their body to understand and how it is working and to really be involved in part of the community within a class as well.*" (6.82). Giving choice and make their own decisions are often considered as components in the autonomy-supportive coaching behaviour, which tends to increase the students' and athletes' intrinsic motivation (Byra et al., 2013; Mageau &Vallerand, 2003; Wilson et al., 2002). However, it seems that in this present study, the components of autonomy-supportive behaviour among teachers are considered to help the participants to become more responsible for their learning, to understand their body, to be able to listen to their body, and to be focused in the class.

Compared to previous studies, the role of Pilates instructors'/ teachers' are similar to teachers' role: to enhance students' cognitive skills (Cassidy et al., 2009; Green, 2008). The respondents explained that they try to help the participants to have an awareness of their own body: be focused, control their own body movement, and how to exert efficient movement by applying fundamental principles of Pilates. The respondents' articulation can be also construed as the role of instructors. Their role seemed to be as guides who help the participants to be able to use their previous experience or knowledge to learn new skills or construct new knowledge (Berry, 2011; Lomax, 2011).

The intriguing finding in this theme is that Pilates teachers and instructors use different approaches to encourage participants to become independent and autonomous in their learning. Previous studies suggest that giving choices would make the participants to become more autonomous learners. This is because they feel that they are in charge of their own behaviour. However, Pilates teachers and instructors' descriptions in this study suggest that the participants could still be autonomous and self-motivated without being given much choices in Pilates classes. Their articulation indicated that if the participants were actively involved in using their cognitive skills (being reflective of their own body movement and have a good understanding of how to apply the basic/ fundamental principles of Pilates), and be able to exert efficient Pilates exercise movement, then this would possibly enable Pilates participants to sense the needs of autonomy. In other words, engagement in learning may act as a major source of feeling the sense of autonomy.

Class management

The respondents wanted to make the participants to be engaged throughout the class. This is mainly achieved by having a lesson plan. Cynthia described, "*I try to make my class very flowing. So, you know, and I am non-stop moving.*" (3.76). Sometimes teachers are required to give an alternative exercise to people who have medical conditions or injuries. In this case, they ask the participants before the class so that every participant can be involved. Cara articulated, "*be fluid and adaptable to what's happening with your clients in the class but also you need to able to move your client on.*" (5.64).

According to the respondents' accounts, they attempted to meet individual's needs by being attentive. Especially, it seemed much easier to alternate a lesson plan for an individual client. Cynthia expressed:

you may have a specific programme planned out for your client, but they may walk in and they say, 'oh, today I've woken up and I feel really stiff here and, and I've

got pain in my back' and so on… you have to think, 'right, okay, well scrap the plan I have already planned'… and then I need to address…(5.124)

Nevertheless, it is not always an achievable task to cater to all the Pilates participants needs and manage the whole class. If there is a big group of class, it becomes more challenging to pay attention to all the individuals who needs help. Tad described, *"you more or less pick what you gonna do before you go in…if someone in the corner pregnant, not a lot you can do. Because you can't sacrifice 29 people for one." (3.56)*.

To motivate and encourage participants

A majority of Pilates teachers/ instructors try to motivate their participants. They considered that there are several components which help the participants to become more motivated: feel the benefit of the exercise and feel good after doing Pilates.

…you are basically motivated if you can feel the results…if you do it one side and then compare. You feel the difference straight away. That would motivate people to do regularly and to do it (Abigail 4.33)

I think because it is so internal because we work from within. Um, because of the mind and body awareness…I just think it makes people really, really feel good (Cynthia 9.248)

Cara explained that it is Pilates teachers' job to inspire the participant. She said, some people need more courage to be motivated. She motivated people by encouraging them to become more confident in their ability. She identified, *"it's up to us teachers to encourage to motivates." (5.46),* she added, *"some people aren't confident enough of their ability and you need to encourage them." (7.88)*.

Give Feedback

Pilates teachers give direct feedback such as verbal and tactile cues when they think the participants need help with their posture or exercise movement. In general, teachers are very supportive and guide the participants to understand the exercise moves. They allow participants to explore their moves by engaging themselves. While the participants attempt to control and explore their own movement under the instruction and guidance, Pilates teachers identify the areas of improvement and give correction or feedback to them. Scott articulated:

I think it's very important what they feel. I think what they feel, how they sense the movement patterns and weight distribution everything else, very important because that can give the teacher a lot of cues, what's happening as well (5.56)

Cynthia also suggested:

I will give them feedback, … verbally and tactically and then what I will do is when they've done something, I looking around the room and I am seeing like…example, 'Bob, that was so well done through your shoulders today!' I think it's really if they've done good job, you need to do them (12.337)

Abigail, tends to become more supportive and gives more feedback when she teaches beginners' class. she described, *"with beginners' class, we do little bit more kind of more basic support, more feedback from the environment. So, it's just little bit more kind of like not necessarily physically easier, beginners' class but it's [a] more supported environment." (3.29).*

Pilates teachers used feedback as a support, praising and identifying of participants' areas of improvement. Their teaching behaviour in this context was autonomy-supportive. They facilitated the participants' autonomy by encouraging them to reflect on how they can improve their Pilates exercise better after receiving feedbacks. Carpentier and Magear (2013) also claimed that this coaching behaviour was related to satisfy participants' perceived autonomy. Cynthia seemed to be aware

that praising and giving positive feedback will encourage the participants to become more competent about themselves and increase their exercise motivation (Conroy & Coastworth, 2007).

In respect of Pilates teachers/ instructors' role of giving feedback on their participants was consistent with what Lyle (2002) has suggested. He described that one of the coach's main role is to assist their athletes to become skilful and competent by giving them feedback. It is considered that his description of coaches' role is more related to high level of athletes so the feedback is used to hone one's skills. However, it is considered that in Pilates class, feedback is mainly aimed at correcting wrong movement and help people to gain a better understanding of movement (Kidman & Lombardo, 2008). It is considered that Pilates teachers and instructors generally use feedback for giving quick and brief verbal feedback for correcting participants' body alignment. Moreover, positive feedback is utilised for encouraging and informing the participants that they are doing well.

Challenge participant

The respondents articulated that they give challenging tasks to their participants. Challenging tasks/ exercise in this context is that participants are still practicing under the safe guidance and support of Pilates teachers/ instructors. They believed that participants should be challenged to make progression as well as allowing them to feel a sense of achievement:

…you will be a lot more challenged" because she moves amazingly, and she is a real hard worker as well…so, she can see now the difference between what she was doing and what she is doing. So, she is delighted and really pleased of that (Cara 8.94)

you've got to permanently challenge your people as well. So, you know, you got to give them option for them to, you know be able to achieve something more themselves. Because actually if you just do the same thing every week, you wouldn't want to come back. Would you? (Cynthia 7.182)

Cynthia's statement indicated that if she does not push her participants little harder, they might lose interest, and this can result in lacking in motivation and interest to attend Pilates class. Both Cara and Cynthia's description strongly suggest that Pilates teachers/ instructors know how to motivate people, and motivation is increased by the sense of achievement and sense of being competent. Scott explained, "*you always playing with giving them something see as challenging and then going back and sort of building it up with things." (6.68).*

Understanding individual differences

The results of the study found that Pilates teachers understand that everyone has different phases of learning. Cynthia articulated that, "*We are all different. Yeah. Everyone is a different learner and you know some people actually have to see it…occasionally you see me doing few exercises, if I am introducing something new, I will always demonstrate it. You know, if something that is new. So, everyone learns in a different way." (7.218).* Scott also showed that as a Pilates teacher, he needs to be patient. He described, "*I think a lot of patience is needed. And you have to wait for them to come to you sometimes as well." (6.62).*

Create a safe learning environment

It was apparent that Pilates teachers/ instructors put a lot of emphasis on the importance of health and safety, and they were aimed at providing safe Pilates classes to participants. The respondents' accounts and the researcher's experience of being in their class explained, many of Pilates participants had an experience of surgery (hip replacement) or they had to be careful with certain exercises which could affect their joints or muscles in a bad way:

If I have like three people in a group with hip replacement, I might actually avoid exercises which would be little bit of contraindication for them (Abigail 4.73)

They always tried to be aware of each client's conditions, what medical problems they have, and what types of exercise they could do and could not. It was apparent that they want to prevent possible occurrence of injuries or accidents in their class. Cara expressed, "*making sure you understand each and every client.*" (4.54). Moreover, when the participants are using equipment (reformer, bands, foam rollers and balls), they seemed to put an extra care:

I want everything to be safe. I want, because I guess I come from the background of the teaching classes (Cynthia 3.74)

The aforementioned discussion related to the educators or instructors' role, this describes that they are considerate about possible occurrence of risk and injuries and they try to prevent them in order to protect the participants (Ryall & Oliver, 2011). This description implies that giving instructions can be used as a tool to prevent accidents from happening. In Pilates class, perhaps Pilates teachers or instructors' instructions also played as a source of potential injury prevention. This is because in Plates class, there are many participants who have health issues or injuries thus they need extra attention to perform exercise in a correct and safe way. If participants are considered to be not able to do certain exercises which can cause problems or make their condition worse, then Pilates teachers and instructors often give an alternative exercise.

Test and check participants' progression

The present study found that teachers played an important role in making participants' feel competence in the class. Cynthia's description implied that making progression can be considered as a whole journey of learning Pilates. Cynthia suggested, "and *but that's the beauty of our Pilates. So, you have this essential, intermediate, advance so you need to kind of progress people.*" (7.194).

Cara also argued:

it's important to feel competent…it's to do with self-efficacy as well…your own self-belief and being able to do something and it's down to a teacher trying help that person have good, good level of self-efficacy (9.118)

Teachers believed that participants should feel the competence. Teachers are aware that competence plays an important role in Pilates participants exercise behaviour. Especially Cara described that if the participants feel confident and believe that they can do well, then this awareness will bring positive impact on their motivation. She also said she could affect people's beliefs (McAlister et al., 2008; Vallerand, 2007), so she always tried to make her participants feel competent. Their description is also in line with the previous studies that in task-involving climate, athletes could satisfy to meet their basic psychological needs. Consequently, both performance and motivational level seem increased (Waldron & Krane, 2005; William, 1998).

Scott explained:

The exercises are the test. So, each exercise is a test of the whatever the exercise is for, whatever it's about. So, you are testing them by giving them exercise but at the same time, if you see something that is not well done or if there is lack or something is lacking in the exercise, you then going to use other exercise to complement that one and try to make an improvement in the overall exercise (6.68)

Perhaps, Pilates teachers want their participants to feel the sense of achievement by improving their capability. Therefore, Pilates teachers tried to create a task-involving climate, where the participants are improving their skills as well as reflecting on their own performance (Kavussanue & Roberts, 1996). Especially, Cynthia believed that people will be more willing to continue coming back to Pilates class when they feel the sense of achievement. This is in line with what the previous studies suggested (Waldron & Krane, 2005; William, 1998), that if they meet the need of satisfaction, they will be more motivated. Scott's description supports the literatures that movement skills is learnt efficiently when our body is challenged by constraints. In this context, the participants will be challenged by their own, while they are exploring

their moves and attempt to find out the controlled and efficient movement (Davids et al., 2003).

Create fun, enjoyable, and interesting class

Pilates teachers try to make Pilates class more enjoyable by adding variations to Pilates exercises. They know that participants will enjoy more if the class is fun and interesting:

… trying to mix it up and have something new in there they working toward which keeps their level of interest (Cara 9.110)

I teach I think everything is different at different time, I don't ever really teach the same class (Cynthia 4.110)

Many Pilates teachers believed that Pilates class should be fun and enjoyable. This is because it would bring positive impact on the participants' learning and motivation. Tad articulated:

I'd talk absolutely nonsense in the class…because for most part, it's almost like we are entertain them… your class…has to be first and foremost it has to be fun…just entertain people and while we are doing it, do descent Pilates (9.215)

Cynthia tried to be an energetic person because this positive energy will pass onto her clients. She described, "*I want to make it fun. I think you know, if, if you're fun, and if you have a lot of energy, and then that's um goes across on your clients.*" (3.76). Cara, attempted to make her class interesting by adding lots of variety of exercise. She identified, " *so, I always trying to mix it up and have something new in there they working toward which keeps their level of interest.*" (9.110).

Their description seemed to in line with the main motives for exercise participation in adults (Allender et al., 2006; Steinberg et al., 2000). Enjoyment can

play a role in facilitating people's exercise engagement. Moreover, Pilates teachers in this study showed that if the participants are enjoying Pilates class, they will become more engaged in their learning.

So far, the description of the main roles of Pilates teachers/ instructors were discussed from their perspective. By looking at the respondents' articulation of their roles as a Pilates teacher and instructor, maybe they possess multiple roles which all combines all the characteristics of an instructor, teacher, and coach. In other words, their different roles can be interchangeable as their common roles are aimed to help their students, athletes, and exercise participants to learn and enhance their skills and develop personal growth (Berry, 2011; Bunyan, 2011; Lomax, 2011).

The respondents explained that when they teach the beginner participants, their role is closer to the role of the instructor; they focus on providing more elementary skills and guidance as they teach the beginners' class (Ryall & Oliver, 2011; Lomax, 2011). Collins and Collins (2015) contend that the coach's role is often considered as more complex than the instructors' roles; coaches cover more broad aspects roles as they help the participants/ athletes to achieve personal goals, techniques, skills, and personal motivation. Although Collins and Collins (2015) describe the role of adventure coaches, their description was possibly applicable to Pilates instructors and teachers in this research study. As they teach three different levels of participants, their roles seemed to become more comprehensive. Moreover, their teaching approach/ methods became varied according to the level of participants (teaching beginner participants and advanced participants), when different teaching approaches such as direct method, task method, and guided methods occurred (Cassidy et al., 2009). A small number of yoga related studies, which portrayed the roles of yoga teachers/ instructors were in line with the role of Pilates teachers/ instructors. For instance, the characteristic of teaching style/ pattern of yoga and Pilates seemed similar to some degree. Yoga teachers were in charge of the class: used lots of verbal instructions, observation of the class, and they also gave safe guidance to participants (Krucoff et al., 2010; Lia et al., 2016; Tate, 2016).

In terms of teaching approach, the present findings indicate that Pilates teachers adopted both linear and non-linear teaching approach. They tend to instruct the participants to practice Pilates exercise and give lots of guidance such as feedback, verbal cues, tactile cues, and demonstration to perform the exercise. Then they encouraged the participants to explore their own range of motion and how to exert efficient movement. Although the teachers kept reminding them of breathing, range of motion and cueing for the next movement, the participants should be focused and feel their own body to perform the move with control. This approach is also signified as ecological or guided discovery approach (Robinson, 2010) as Pilates teachers applied constraints-led approach. As teachers said, everyone learns in different ways, and at different phases, as this also indicated as individual participants' motor behaviour also was varied. Therefore, the participants are required to figure out and shape movement by themselves. As Newell (1986) claimed, in order to achieve self-organised movement, they need to be challenged by constraints.

4.2 Superordinate theme 2: Teaching styles

Prior to discuss the superordinate themes (Superordinate theme 2) related to Pilates teachers'/ instructors' teaching styles, a brief description of the context and environment of common /general Pilates teaching methods which are often adapted from Pilates teachers/ instructors in this study are provided here.

Most of the respondents described that they have clear aims in their mind to teach the participants. All classes were run by clear objectives which usually suit the participants' level and abilities. Cynthia identified, "*I am gonna focus on, so whether it's certain part of the body, or whether um, it's you know specific muscles or and I will kind of run my class around that.*" *(4.98)*. As Scott runs a Pilates class, he often refers to previous lessons. He expressed, "*… I always use the last couple of lessons as sort of blue print. So, I know there is a line one through the class. They are not completely separate things.*" *(3.36)*.

A majority of them agreed that they led the class. As discussed previously, the class revolved around their lesson plans. Scott described, "*Largely speaking, I decide*

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what the exercise are, and I just give them." (7.70). It seemed that teachers felt that they were responsible for making their participants to exercise at the right level. Cara also expressed, *"… if you give them too much choice and too many options, then they would take the easier ones in some cases… ensure people are working at their right level." (5.64).* Cynthia expressed, *"There is, it has to be led, but you have to give the participants, what they have to learn for themselves too." (4.92).*

Pilates teachers tend to place emphasis on the fundamentals of the Pilates. This is because they play an important role in exerting efficient Pilates exercise movement (Di Lorenzo, 2011). The respondents wanted their participants to understand the basic principles of Pilates. For example, Scott explained:

I really like concentrating on very basic, very fundamental things because I think they are the key to the more difficult exercises which come later and more complex exercises (3.40)

Verbal cueing, giving instructions, explaining and giving tactile cueing are the most used by teachers in Pilates class. Abigail described, "*I just kind of explain how it should look and how should it feel, where they are going and what they need to do physically in their body to kind of get that shape." (3.23).* She furthered, "*I explain movement, how does it translate to individual, how well that individual can understand in a way of movement". (3.25).*

Cynthia also expressed that she was required to convey lots of information to her participants:

There is a structure behind out method. So, I will tell them the movements that they are trying to create, I will tell them the breath, I will tell them the focus, you know what muscles they need to be thinking about and, so you need to get that across first of all (3.86)

Many Pilates teachers tend to remind key points and the fundamentals of Pilates throughout the class. Each Pilates exercise has its aims, and it requires

controlled and sequential movements. Therefore, it will be useful for participants to be reminded:

… I will tell them the movements that they are trying to create, I will tell them the breath, I will tell them the focus, you know what muscles they need to be thinking about and, so you need to get that across first… (Cynthia 3.86)

I keep referring to those and they are the key in a way (Scott 3.40)

Their own description of teaching Pilates so far, teaching style is described as close to command style or teacher-centred approach, which teachers make decisions (Kidman & Lombardo, 2010). They adapted information processing approach, as they give precise instructions in Pilates exercises as well as reminding the fundamentals of Pilates. They also demonstrate exercise moves to help the participants' understanding (Robinson, 2010). It seemed that as one of the main aims for Pilates class is to help the participants work at the right level, they thought linear teaching approach will be more appropriate to apply. As Cara mentioned, if she applied inclusion style in Pilates class (Byra et al., 2013) then, participants tended to select an exercise level which was not suitable for them, so their movement skills did not improve.

Different levels (Beginner and advanced participants)

Beginner participants

Pilates teachers tended to put more emphasis on the basic principles of Pilates in the beginners' class. This was to help the beginners' participants to obtain a good understanding of the basic knowledge of Pilates. Cynthia articulated, "*so, on my beginner session then, it really, really is far more enforcements of the basic principles.*" *(6.146).*

Pilates teachers did more demonstration in the beginners' class to help visualise Pilates exercise to participants. Abigail said, "*it's quite nice to see visual kind of image as well, how our body looks like a lot of time." (3.29).* Cara also articulated, "*I would*

demonstrate a lot more, and where I verbally teach…they will be the first person I check visually just [to] make sure they have understood it." (5.74).

Teachers helped the participants to improve their cognitive skills such as to have a good understanding of exercises and have awareness of their body, not just copy and do exercises. Cynthia described, "*they move on and start introducing [a] little bit more of equipment and you might teach the same exercise but on [a] different piece of equipment, so they understand how it's different and how it feels different in their body." (6.148).*

In the Beginners' class, teachers became more attentive to their participants. More support and guidance were given to beginner's participants. Abigail explained, "*it's more supported environment." (3.29)*. She furthered, "*with beginners' class, we do little bit more kind of more basic support, more feedback from the environment." (3.29).*

The respondents' teaching method to beginner participants was in line with what Lomax (2011) has suggested. Pilates instructors/ teachers give support to beginner participants by giving them more demonstration to help their pictorial images of Pilates exercises. They provided more feedback and guidance to their participants so that they can improve their skills and move on to the next level.

Advanced participants

It seemed that teachers push their participants to work at higher levels. Exercises become more complex and requires more concentration to exert Pilates movement:

more advanced then you are definitely combine (sic) planes of movement (Cynthia 6.150)

The following subthemes emerged from individual Pilates teachers, so they are going to be briefly discussed. Scott considered that having an awareness of fundamental principles of Pilates is the key to all Pilates. He articulated, "*there's a class of more competent people or people who are higher level. I take the level up*

again very often sometimes people at the higher or more competent level, they still are not fully elating to what's underneath." (4.46).

Cynthia described the advanced Pilates class, where the participants work at a faster pace. As they are more capable of figuring out the moves, advanced participants are more pushed to work hard (Fitts & Posner, 1973). Moreover, as they have greater understanding of Pilates exercise, they tend not to receive lots of demonstration. Scott articulated, "*you can talk more to client or just ask them thing and they will be able to recreate them, so they have the skills already placed where they can just response to what you are asked for or what you are trying to engage with them." (4.52).*

Abigail expects that her advanced class participants to become more aware of their own body. In other words, to understand their own body movement and adapt Pilates exercise to make the movement more efficient. She described, "*we do exercise which require bit more awareness and one's body." (3.29).*

Different context (Private and group class)

Private class

In this section, Pilates teachers/ instructors showed their brief personal opinion. Cynthia and Cara said as they have a private session, they will design a lesson plan which address the participants' need. Cynthia identified, "*If it's private client, then the class, the session is totally tailored to whatever problems with they have going on." (3.40).* She also gives homework to her participants to increase the effectiveness of Pilates exercise. she described, "*I have taught them in the session, but they have to go away because what you teach them in one hour is not gonna make a massive difference." (4.90).*

Tad explained that he becomes more attentive in 1:1 class and gives more individual feedback to a participant:

If I am doing 1:1, I would watch that person's individual body (2.50)

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I would probably then spend rest of the class doing shoulder moves (2.52)

Group class

Tad was the only Pilates instructor who expressed his opinion in this section. He runs a lot of big group Pilates sessions and it was apparent that his teaching style changes from one to one class to a big group class. He said, when he teaches the group class, he always designs lesson plans which suit everyone in general. Although he needs to be attentive with people who require special care, it is hard to deal with that person when he has to lead a big group class. He explained, *"you more or less pick what you gona do before you go in…if someone in the corner pregnant, not a lot you can do. Because you can't sacrifice 29 people for one." (3.56)*. He furthered, *"If you pay me…10 pounds each, I am going to give feedback… If I am paying by Pure Gym, there paying 15 pounds for 45 minutes and fill with 30 people, no limit of people can come in…do you know what I mean? It depends." (7.153)*. As he mentioned, he does not give feedback and also, he does not have specific goals for the class like teaching group Pilates in the gym. He explained, *"Just big group class, no." (8.179)*. As he said, he will not provide feedback to participants in gym Pilates classes, this implies that not only a large number of people affect his teaching style but also the wages he receives from the gym could affect his teaching style.

4.3 Superordinate theme 3: Motivation (How to motivate participants?)

Most of the Pilates teachers gave individual opinion in this section. Subthemes are: help participants to feel their improvement, class environment, benefit of doing Pilates, socialising and enhancing participants' learning.

Two Pilates teachers/ instructors said that it is important to help the participants to be aware of their improvement. They suggested that people would be motivated if they feel the sense of achievement:

If you can feel like progressing, if you can feel that something good for you, then the motivation stays, and it stays up high as well (Abigail 4.33)

when you start to get physical changes, to one to two terms, you hope that they will feel the benefits and that would help them with their motivation, not just as a teacher encouraging them on (Cara 7.86)

As discussed earlier, teachers used tests and challenges to increase the participants' sense of achievement and competence. They suggested that in order to make progression, participants should be challenged about their ability and if they succeeded to meet the challenge, they will feel the competence as well (Sheldon et al., 2004). Furthermore, it seemed that the respondents' attempted to encourage their participants to form more self-determined motivation. They suggested that while the participants are being challenged, they can also feel the difference in their body (i.e. feel the benefit of exercise), so they will value Pilates exercise. Therefore, their motivation will be either formulated with identified or integrated regulation to some extent (Ryan & Deci, 2000).

Class Environment

Scott suggested that if the participants can be focused, this will help them to become more capable of listening to their body. This would motivate the participants because they perceive that they can control their body. He suggested, "*stay connected in a cognitive way the mind is really listening to what body is doing. You have to encourage that. Because it's very easy to switch off and let go." (5.62).*

This finding supports previous studies that the teachers' teaching style could impact the learners' learning experience (Mazur, 2006). Scott was dedicated to creating class environment where the participants can be focused on learning and improving their skills, so they could become more task-oriented learners (Boyce et al., 2009). This can be explained by the hierarchical model of intrinsic and extrinsic motivation (Vallerand, 1997; 2001) that Pilates teachers can be considered as

influential social factors as their teaching behaviour can affect the participants' contextual and global motivation level.

Benefit of doing Pilates and feeling refreshed

Abigail demonstrated that if the participants feel the difference and notice the benefit of the exercise, they will more likely to be motivated:

... I try to give exercises and when you can actually and that's the nerve system when you sometimes you compare side…if you do it one side and then compare. You feel the difference straight away. That will motivate people to do regularly and to do it (4.33)

Cynthia suggested that if the participants feel good and refreshed after Pilates class, this will motivate the participants. She explained, "*I think because it is so, internal because we work from within…because of the mind and body awareness…I just think it makes people really, really feel good.*" *(9.248)*. She furthered that if the class is fun and enjoyable, this can also be a reason for motivation. She identified, "*hopefully because it's fun.*" *(10.252)*.

As discussed earlier, Pilates teachers suggested that the participants' motivation will be increased if they can see the benefit of doing Pilates exercise. Previous literatures contended that for older people, improving skills and being competent is not a priority for them as they are less ego-oriented (Kremer et al., 2012; Steinberg et al., 2000). However, this study result showed that being competent and having a sense of achievement are the major motivational factors among older Pilates participants. Being competent in this study means, making personal improvement and believing in their own ability (i.e. perform certain Pilates movement efficiently). Allender et al. (2006) and Weiss and Stuntz (2004) claimed that enjoyment and having fun in the class will influence the participants' engagement in a positive way. In the present study, it seems that as the participants enjoy and have fun in the class, this will result in increased level of motivation.

Socialising

As Cynthia suggested, creating a class environment where people can socialise with each other, will motivate people to come back to the class. she described:

it's social event. So, they get to come out and meet and they become friends (10.260)

…it's really really lovely and you know I've got classes where people go out for coffee after, people go out for lunch (10.264)

There is insufficient research study to examine the effectiveness of coaches' relatedness support on athletes' motivation. While this is true, a few studies contend that a sense of relatedness will increase the participants' behavioural engagement and motivation (Williams et al., 2013; Shen et al., 2012). Cynthia also said that the participants like to socialise. Most of them are older people and they have built up good relationship. Therefore, by attending the class, they could feel the sense of belonging, so they may wish to be more involved in the class.

Enhancing Participants' Learning

This subtheme overlaps the previous section, which has been already discussed. So, in this section it is going to be briefly presented. Cara uses challenge as a test on participants' current ability. If the participants can successfully complete the given challenge, they would feel satisfied and competent. This can bring a good impact on people's motivation:

So that's the motivate for her. You either push people on within their ability within their class in or you suggest they change the classes for end of the term (8.94)

Cara tried to convince the participants who are insecure about their abilities. She seemed to believe that it is important to be confident about their own ability as this would help to sustain people's motivation level for doing Pilates:

some people aren't confident enough of their ability and you need to encourage them (7.88)

keep the motivated by complementing them (7.84)

Cara said, giving feedback could help the participants to improve their confidence level. As mentioned in the previous section, 10.8 (encouragement and praising), Cara seems to consider that confidence level is related to participants' motivation. she explained, "*feedback and trying to help them grow their confidence.*" (7.84).

4.4 Superordinate theme 4: Relationship building (with participants)

In general, it seemed that respondents generally had a good relationship with their Pilates participants. Scott mentioned that he wanted to be friendly and get to know his participants as this enabled him to teach better. Cara believed that good communication plays an important role to build rapport with the participants:

I think you've got to kind of manage your communications with them. Yes, and yes, really really important you talk with them (11.130)

Their statement indicates that getting to know them and forming a good relationship will enable to teach their participants better (Bryson & Hand, 2007); it would be easier to teach the participants as they feel comfortable to communicate, identifying their preference, and knowing how to make them to work out efficiently during the class.

Nevertheless, the respondents also want to have some boundaries with Pilates participants rather than become friends with them. Scott's articulation implies that if teachers and participants become friends, then the teacher might not able to play teachers or instructors' role in a professional way:

I think boundary protects the teacher because actually you're taking a lot of people's energy on board and I think if you get too friendly then it's slightly change the relationship (7.76)

Cara also explained:

It's important to chat all of them equally and make sure you doing that… some clients will offload to you, in the way that you are little bit of a counsellor or psychologist (11.130)

Cynthia was the only person who would socialise with the participants outside the class. She seemed very close to them:

Yeah, sometimes I do, do things socially with them (11.303)

All the five Pilates instructors and teachers showed their own opinion about the relationship with their Pilates participants. As we could see, Scott and Cara wanted to have some boundaries with their participants. Their articulation possibly imply that they want to be friendly and wish to build rapport with participants, but they just want to keep this relationship in the class and play their role as a Pilates teacher or instructor. But on the other hand, Cynthia meets her participants outside the class. Different opinions from different respondents give a hint that they have different ways of maintaining a relationship with the participants.

Caring and considering participants

Teachers seemed that they wanted to take care of the participants:

avoiding exercises that aren't really really good for people with osteoporosis...I will make sure that they've got their modification. So, and I think that is probably why I do really well with my clients (Cara 11.291)

Cara also made sure that she checks the participants' goals and she tries to help them to meet their goals. She suggested that to build a good relationship, teachers should be seen as reliable and professional to the participants. This will make them to trust their teacher, and both the teachers and participants will have a good rapport. Abigail described that she wants to be respectful to participants and she described herself as a guide in the class. It means that she respects people's opinions and goals. She expressed, "*I am there to guide, and I respect the individual.*" (5.39).

Their articulation indicated what roles she plays in Pilates class as she teaches her participants. Based on the previous discussion, they do not simply give instructions but their role covers broad aspects as a Pilates teachers/ instructor: support participants' personal goals. Interestingly, to teach and help their participants to achieve their goals, the element of being respectful toward their participants seemed to play an important role. This indicates that the Pilates teachers and instructors listen to their participants. Therefore, this will bring positive impact on the participants' learning (Leather & Nicholls, 2016).

Pilates participants: 4.5 Superordinate theme 5 - Pilates teacher and instructor (who is Pilates teacher and instructor?) and their characteristics

Emotional intelligence

The participants' descriptions of their Pilates teachers/ instructors was brief. In general, they said their instructors/ teachers were approachable. It seemed that they find it comfortable to talk to their teachers. This characteristic of being approachable and friendly seemed quite important to possess as a Pilates teacher/ instructor. This is because people prefer to have this type of teachers who are willing to listen and help:

I mean she is very easy to get on with (Nick 10.223)

Very friendly (Dona 7.203)

She talks to everybody (Karen 4.102)

She likes to have a laugh, talks about other things (Courtney 8.157)

There was a minority opinion of describing their Pilates teachers and instructors: not interactive, looked bored herself, not talkative, stimulating, inspiring, and physically fit. There were some positive and negative characteristics portrayed by respondents. A respondent who described the negative character of her teacher (not interactive and looked bored), her learning and motivation was not hugely affected by this character, but it is considered that this character was not given positive impression to the participant. Other respondent who said her instructor is inspiring, seemed that the teacher was interpreted as a person who is capable of helping and guiding people in the right way. For example, the teacher can help and restore the respondent's mobility and strength efficiently. Karen and Courtney were in the same Pilates class and they seemed to enjoy their class more. The researcher also attended the same class and agreed with their opinion. The instructor always had a positive attitude towards her participants and this certainly created a nice atmosphere in the Pilates class.

Advanced respondents mentioned that their teachers were positive, and they encouraged the participants in the class. These elements form a positive class environment which makes respondents feel encouraged. Gabi expressed, *"… I like when someone is (sic) quite upbeat and quite positive and it's very encouraging."* (4.92).

Calm, relaxing, and caring

There were two interesting subthemes of teachers' teaching style from beginners' participants which are: 1. calm and relaxing, 2. Caring (alternative exercise, and address participants' needs). The respondents described teachers' teaching style as calm and relaxing. This relaxed attitude from teachers certainly helped the respondents to feel comfortable in the class. Anna articulated, *"She is got a very relaxed philosophy. So, she … it's not trying to push or …." (4.65)*. Anna's statement showed that she can work on her own ability, at the right level. So, she is not under pressure to be compared with other people or pushed too much which exceeds her ability. Respondents appreciated teachers caring for them. Teachers gave the participants much attention, to make sure all the participants are doing well, and gave good care for them. Catherine described, *"She is really attentive into individual … she goes around and talk and look, really pay attention to you." (4.40)*.

Verbal skills

Lots of Instructions, Guidance and Explanation

More than half of beginners' participants said that the Pilates teacher gives lots of verbal instructions, guidance and explanation during the class. For example, the teachers reminded them of breathing patterns, focusing on specific muscles to work and aim for all exercises. Phillipa articulated, *"We are learning. They got to keep talking to us about what we're doing…I suppose because it's a beginner's class, quite a lot of talking." (6.124)*. Intermediate participants showed that they also received lots of instructions in Pilates class. Teachers often led the class by giving instructions for each exercise and reminded their participants the aims and objectives of the exercise. Tina expressed, *"She is very good at explaining how to do the moves and making us body aware." (3.84)*. It was interesting that advanced respondents still receive lots of instruction from their Pilates teachers. Teachers still described exercise movements, reminded people to keep correct alignment and breathing correctly. Advanced participants said that they find it very useful. Holly said, *"I like to be reminded and talk through and they are, like in Pilates, that they make you think about why you're doing*

it. They'll say, 'keep in neutral or … think about where your shoulders are' and that helps me talking about the point through the exercise." (3.60).

Beginners participants were more reminded by their teachers than intermediate and advanced respondents. Phillipa articulated, **"***They got to keep talking to us about what we're doing." (6.124)*. This shows that teachers try to help the participants to be focused by reminding constantly.

Help to get the right movement

The respondents explained that they received lots of correction for getting the right Pilates exercise movement. It is common that in Pilates class, the fundamentals: alignment, breathing, centring, and mobility. These are always the key elements to be reminded (Robinson et al., 2009). Teachers spent time on correcting wrong movement and positions by giving tactile cues or verbal feedbacks:

They can just see and adjust, you can hear the instruction and be doing it at the same time and get the correction (Rachel 4.73)

I was doing something not quite right and she just came over and adjusted me (Erin 6.151)

If we make mistake or if we need help, he will come around and show us how to do it (Isabel 3.58)

This result indicates that the participants in advanced level are skilful at Pilates movement, but they still received a lot of instructions from instructors. This result is not in line with the previous studies. Robinson (2010) and Stafford (2011) showed that beginners will receive more support from their teachers. Advanced participants tend to receive less instructions and demonstration.

Verbal feedback-correction

This subtheme emerged from the beginners and intermediate respondents. In Pilates class, feedback often involved verbal feedback or tactile cueing. It seemed that beginners' participants received feedback when they did well. Phillipa articulated, "*She was very good at saying 'you've improved here, you need to focus more on your balance' or things like that."* (7.168). The teacher gave Phillipa a very positive feedback, praised her improvement and what should be improved on. This is not in line with what Hollembeak and Amorose (2005) suggested. They suggested there is a negative relationship between positive feedback and perceived competence among college athletes. This study shows, as Philippa described, verbal feedback could be a source of encouragement to participants as it indicates that they are doing well. It has been suggested that receiving positive feedback will bring a positive impact on people's competence and it is related to people's intrinsic motivation (Eklund & Tenenbaum, 2014).

Clear explanation

Both the beginners' and intermediate participants described that teacher's explanation is very clear. Teachers spent lots of time on explaining the exercises, which muscles to focus on and aims for the exercises. Stephanie described, *"She just had a really good way of make you understand the movements and everything that you needed to do was very clear. I really like that way of learning." (2.60)*.

Clear explanation also played a key role to help Rosie to become clear about what she is trying to focus on. She explained, "*Normally they will explain like which muscles are, the exercise targeting. So, you could try to concentrate on that." (2.54)*. Rachel said, her teacher had clear aims, and she knows what to do and how to convey that information clearly. So, Rachel also felt that she could be actively engaged in the class:

I thought she knows clearly … what she is doing, and I really appreciate it the way she is explaining things and so could understand what she was doing (3.60)

Teachers' teaching style was described as detailed and teachers explained a lot during the class. They found that detailed explaining was engaging. Macy said, "*I*

like to be remined that … 'engage and do this'. I quite like the level of detail that she has." (5.134). She seemed that that detailed information from her teacher is also motivating.

There were two intriguing subthemes which only appeared among advanced participants: 1. Give choice, take up suggestions from participants, 2. Positive and encouraging. Four out of ten advanced participants said that their teachers gave choice and allowed their students to make suggestions. It seemed that teachers were happy to take up their participant's suggestions in the Pilates class. Isabel expressed, "*He would ask, 'do you want to work on certain areas?' So, if there are a lot of girls in the class, they might want to work more on the glutes." (I4.97)*. Some teachers tended to give the options for exercise, so people could choose the exercise that they wanted to practice. Samantha loved this approach because by giving the choice, she could enjoy the class. She described, "*Occasionally we might get a choice of A and B exercise. she knows what everyone loves or hates. So, I love doing jump … so she does take it into account." (4.95)*. This shows that her teacher considers the participant's preference and allows them to choose what exercise they want to do during the class. The teacher applied the practice of inclusion style of teaching (Byra et al., 2013). By this, Pilates participants' will increase the level of their intrinsic motivation by meeting their basic psychological needs of autonomy (Mageau & Vallerand, 2003). Nevertheless, Pilates teachers often lead the class most of them time. Holly descried, "*She might give us choice but in general she has her lesson plan." (5.99)*.

Overall, the respondents' description of teachers' teaching style in this study explains that, Pilates teachers seem to apply linear teaching style as they were in charge of the class by giving lots of instructions (Mosston, 1966; Drewe, 2000). However, to some extent, teachers were also willing to take up some suggestions from the participants and they tried to address individuals' needs. Their teaching behaviour might be considered as autonomy-supportive style to some extent (Hollembeak & Amorose, 2005).

4.6 Superordinate theme 6: Motivation- what factors motivate them to do Pilates?

Health issues (initial motivation)

Physical discomfort

It was apparent that after having back pains, joint problems and experiencing physical discomfort, this made the participants to do Pilates. They were also aware that Pilates would be beneficial in reducing backpains:

I was hospitalised for a week before he was born … and the physio, who attended me at the time said, basically I need to do Pilates for the rest of my life (Cara 1.10)

I've had back pains for many years where I've already pulled muscles in my lower back (Nick 1.14)

I have some back pain and smaller pain but which they can't diagnose what it is (Amber 1.9)

Recommendation from physios, families, and friends (initial motivation)

The respondents made up their mind to do Pilates once they were recommended by their physios, friends and families:

She (physio) recommended me Pilates as a first step (Anna 1.19)

A friend of mine recommended for (Daisy 3.68)

These statements clearly show that most of the respondents started Pilates not because of personal interest or enjoyment of exercise but pains, discomfort and

recommendations from other people made them try Pilates. As Kosteli et al. (2016) suggested, when people have awareness relating to their own health status, this can lead them to start doing exercise or physical activities. From the motivational theory point of view, most of the respondents were extrinsically motivated, controlled form of motivation (Ryan & Connell, 1989), and they adopted the value from external factors such as expecting to address back problems or to become free from physical discomfort at this initial stage.

Worries and concerns about their health (initial motivation)

The experience of having a surgery, signs of decrepitude and exposure to sedentary lifestyle worried the respondents about deterioration of mobility among beginners and intermediate participants. It seems that at the initial stage, their behaviour was externally regulated towards doing Pilates. However, to some extent, their behaviour was regulated with identification as they were worried about their condition and took this problem seriously and valued the possible benefit of Pilates exercise (Deci & Ryan, 1995).

A few of advanced Pilates participants said that the surrounding effects such as trend made them to start doing Pilates. One participant said that Pilates was getting very popular as she first started so she was recommended to join. Another respondent also described that Pilates was spread through at the time and this naturally led her to practice Pilates:

Pilates was really new in South Africa at that point and…he told me join (Valarie 1.21)

It was very big in Australia, Pilates. So, we used to do it alongside out classes (Gabi 1.18)

Aims and improvement

Hopes and aims (initial motivation)

Beginners' and intermediate participants showed that they had hopes and aims in doing Pilates. In the initial stage of doing Pilates, they believed that doing Pilates would bring a positive impact on them. Moreover, for some people, having personal goals was the main source of motivation. Intermediate participants also expected that Pilates would bring a positive impact on their mobility, reduce pain and build muscle. Karen articulated, *"It uses your strength, and build up the muscles, but it doesn't … cause too much strain or … and it gets more of a safe way …." (1.16)*. It is apparent that both the beginners' and intermediate participants started to believe the value of doing Pilates exercise because some of them had their personal goals for doing Pilates. Their motivation was regulated via identification as they had their own goals (Ryan & Deci, 2000).

See the progression

'Make good progression', affects beginners' respondents' motivation considerably. Some of them were very new to Pilates but they already sensed the immediate benefit of Pilates and this motivated them:

> *Having that fluid movement that's motivation (Jenny 6.138)*
>
> *More in tune with my body and therefore more able to control it (Anna 7.121)*

Other respondents seemed that they expected to see more improvement in the future and this hope was a motivator for them. Rachel explained, *"I think you know, we go over six classes. That's going to be really interesting to see how it develops and yeah." (10.211)*.

Intermediate participants also said, making progression was the factor which motivated them the most. Especially when they noticed good improvement, this motivated them to keep going. Courtney, when she first started Pilates, was not able to do some Pilates movement. Now she could do it and this motivated her a lot. She said, *"I think I wasn't able to do that and now I find that I can." (3.59)*. She also expressed very strong opinion of making progress that plays such an important role for someone's motivation, *"I can't understand if somebody … just would be happy just go through all those exercises, not feel that they have improved. Everyone must want to. I am sure." (7.219)*. It was apparent that making progress was important for them, and they wished to improve.

Many advanced respondents also showed a similar opinion. It was clear that if they noticed the improvement, they tended to attend the class more regularly because they were aware that more practice would make them even better at exercise movement. Samantha explained, *"I think my level have been improved as the more I go, the more I improve." (2.46)*. Sandra also said that she became so interested in seeing the improvement she makes each time. For example, *"I mean if you realise you can do something better, and better and better you know that you are improving and that makes it interesting." (3.46)*. Some respondents perceived that progression was closely related to their practice of Pilates:

Yeah. I think definitely goes hand in hand, progression (Dawn 5.84)

Everything seems to have reason in the class that I have done (Gabi 8.208)

The sense of improvement and progression of their skills clearly brought a positive impact on the participants' motivation. Respondents explained, they felt they had made improvement and because of this, they felt they were more competent than before. As Elliot et al. (2004) suggested, people want to be challenged to some extent and they want to become competent. This is one of the components that consists of the basic psychological needs, and if people meet these needs, they will value their activity and they will also be intrinsically motivated (Deci & Ryan, 2000; 2007).

Aims and Goals (Beginner participants)

It seems that if people had their own goals or aims, these can motivate people to work hard and become productive (Ingledew et al., 2014). For example, Dona described, *"My cycling getting much stronger. So that's good and much working on balance particularly." (2.58)*. Her account shows that by doing Pilates, she improved her balance and she is now expecting to make further improvement in the future. She said, *"I am hoping that by that, I will get stronger quicker." (2.48)*.

It is considered that aims and goals tend to be related to hope for improvement. In other words, if they have goals, they will have hope in getting positive results. Dona's accounts clearly support this idea. Other respondents did not have specific goals or aims but their hope for improvement seemed to make them keep practicing Pilates. As Nick said, *"Trying to explore something else that might help me." (3.56)*. It is considered that the respondents are not ego-oriented as they are not focusing on being brilliant at performing skills or being very competent at skills (Allender et al., 2006). Instead, they are more goal-oriented as they are willing to make improvement on their health. As Dweck and Legett (1988) suggested, goal-oriented athletes are focused on their own improvement and they feel motivated by their personal improvement and learning rather than comparing their skills with other athletes or only focused on skill and technique improvement. Moreover, previous studies also suggested that task-oriented form of motivation often led to have strong exercise adherence (Boyce et al., 2009; Edmunds et al., 2007; Reinboth & Duda, 2006).

Teachers'/ instructors teaching styles and class environment

This subtheme only emerged from beginner participants. It seems that the teachers' teaching style and class environment affect respondents' motivation. The respondents' statement corresponds to previous studies (Biddle & Mutrie, 2008; Treasure & Roberts, 2001; Weinberg & Gould, 2011). They suggested that social and

psychological factors could bring impact on people's exercise behaviour. Especially as respondents said, environmental factor such as their teachers and other participants in the class are possible factors which could influence their motivation and exercise adherence. Moreover, as they see progression, it means that they had been challenged and this also indicates that their form of motivation has become more autonomous (Sheldon et al., 2004). Each respondent showed different reasons why they like the teacher's teaching style, but these teaching styles brought positive impact on the participants' learning and their exercise motivation. For example, the detail of teaching, teachers' holistic approach of teaching, teachers' expertise, teachers' supportive behaviour and teacher itself. Dona said she is inspired by her teacher and attending her class is motivating to her. She described, "*I think inspirational, this what's (sic) matter. It's not that it's friendly. Whether they … inspire you." (7.209)*. She furthered, *"Because, it's exciting, and it's fun and interesting." (8.224)*.

In this study, teachers' caring and supportive behaviour can motivate Pilates participants. Jenny suffered back condition and her movement was restricted so sometimes and this made her feel despondent. She said, if teachers provide her alternative exercise, then this would make her feel better. She described, "*If the instructor, you couldn't do that exercise then give you something else, was modifying version to do." (4.82)*.

It can be considered that the participants and teachers need to continue to have a good relationship. For example, teachers should show their interest and care for their participants. Therefore, participants can trust their teachers. In this context, Jenny's perceived relatedness with her teacher facilitated motivational process (Ryan & Deci, 2007). In general, beginner participants are satisfied with their teacher's teaching approach and especially the participants found that teachers' supportive behaviour was motivating them. This result is inconsistent with Treasure and Roberts (2001), that positive learning environment will bring positive impact on student's goal-oriented behaviour and motivational behaviour which will result in enhancing their learning.

The next statement is given by one of the beginner participants called Catherine. She explained that her teacher's teaching style is motivating:

I think there is guided discovery aspect the way she asking me to pay attention to your own body and uses metaphor, and imagery to help you think about, imagine your own body and I think with that, it pulls you much more actively into a process (5.93)

Catherine used a term 'guided discovery' as this helps her to draw an image in her mind and this helps her understanding better. Moreover, it seems that she will not just do the moves without thinking, but she really pays full attention to be actively engaged in the class.

As their motivation is affected by teacher's teaching style, Vallerand's (1997) hierarchical model explains that people's motivation is influenced by social factors and this is referred as the coach's behaviour, and the motivation that the participants experience in coaching sessions. All different social levels of motivations are linked together so there will be different amounts of motivation for individual participants. Catherine's statement is an excellent example to demonstrate that the teacher's teaching style enables one to be actively engaged with her, and this motivates her. The characteristic feature of Pilates teaching approach is considered as a linear approach as it resembles each other, and teacher-centred teaching approach has received criticism because it is not an effective way of developing athletes' cognitive development and does not allow them to reflect on from their point of view (Cassidy et al., 2009; Davids et al., 2010). However, it seems that in Pilates class, Pilates teachers encourage participants to be engaged in learning to produce correct and efficient Pilates movement. As Catherine explained, her teacher applied 'guided discovery' (Kirk et al., 1996 cited in Cassidy et al., 2009) and allowed the participants to become more responsible in their learning as they have to find out solutions for themselves.

In addition, for beginner participants, class atmosphere was also affected by their motivation to some extent. Mazur (2006) suggested that the learning environment and teachers can affect the learners' learning experience. This study also showed that nice environment seems to affect the respondents' motivation. For example, calm and comfortable class environment can bring a positive impact on them:

It means to be a space where you feel calm and safe and valued and those kind of things (Phillipa 13.304)

Because everything is about whether you feel comfortable (Dona 7.193)

A small number of group class also facilitates respondents' motivation. This is because in a small group class, participants are likely to get more attention from their teachers. For example, Rachel expressed, "*Class is really good to have so few. So that we are getting individual attention and we … we can really take time to understand how was … how our positioning of our body and how we're doing exercise … enjoying the rhythm, this attention and concentration, that's good to have.*" *(3.51)*.

It is apparent that environmental factors affect respondents' motivation as they (Biddle & Mutrie, 2008) claimed. Weinberg and Gould (2011) suggested that people's exercise engagement and adherence is affected by environmental and social factors. From the respondents' explanation, a nice class environment and a small group class motivated them.

Being competent and making progression (receiving positive feedback will enhance participant's competence)

Intermediate participants

The respondents here wanted to improve and become competent. Feeling competent can be also described as being more confident in themselves and what they can do. Daisy seemed to be fairly confident about doing intermediate level Pilates exercise movement. Daisy said, "*I feel like I have worked my way up. So, most of them I can do at the highest level, although some of them are you know, feel quite challenging still, that's why I am saying I am still intermediate as closer to advance.*" *(5.134)*. Karen also suggested, "*Most … movements. Yes. There are some I still struggle with, but I would say 90%....*" *(4.80)*. Courtney explained that she was motivated by seeing somebody very competent and skilful. She said, by seeing her

Pilates teacher, it motivated her to become competent at doing Pilates movements so nicely. She described, "*I think that is the motivation. when you can see how … can you do everything do easily. That you know, it would be nice to replicate that." (4.69, 4.71)*. Becky said that it is important to be competent, but it is also important to be motivated to keep her competency by practicing Pilates regularly. She articulated, "*It's something that you have to keep going … add motivation and I got to come back … and you know, that if you stop, you are just right back to … where I was." (3.64)*. This statement suggests that she doesn't want to decrease her competency. She either wants to maintain it or improve it further.

Advanced level of participants

It was apparent that being competent is very important for them. This works as a main motivator. They expressed if they think they are doing well, or do the movement better without any difficulties, they felt very pleased. Especially, when they received positive comments from their Pilates teacher, this made them feel competent. Cara expressed, "… '*that's really good position, well done, that's really straight line there' because then you know you are doing it right." (6.136)*.

It is considered that the role of Pilates teachers' feedback plays an important role in developing the sense of participants' perceived competence. Likewise, Cara felt that she competent when she received the positive feedback from her teacher. This result is different from what the previous studies suggested. For example, Carpentier and Magear (2013) contended that feedback was used for helping athletes to overcome their areas of improvement autonomously as well as supporting their needs satisfaction.

Dawn, suffered from bad back, and this restricted movement in her joints. However, now she can do it, and this motivates her. She expressed, "*Spine curl, my body wouldn't allow my hips … to pick hips off the floor. And now, I can and seeing that change, absolutely motivates me to continue." (3.47)*. For some respondents, awareness of their competence and maintaining their competency motivated them. So, they always try to be working at their best in the class. Jacalyn answered, "*it's important for me to feel that I am in good control of my body." (8.193)*.

Fredrick et al. (1996) view that people will have different participatory motives to be involved in exercise. Respondents in this study also showed that they have different motivation factors. The most prominent factor was to see progression or improvement and being competent (Elliot et al., 2004). It has been suggested that competence need satisfaction which is positively related to predict peoples' strong exercise adherence (Edmunds et al., 2007; Wilson et al., 2013). This study also supports these previous studies. This study showed that it was apparent for all different levels of Pilates participants, making progression and becoming competent are the key factors that motivate them the most. However, the sense of autonomy and relatedness did not seem to affect much of participants' motivation. This outcome is not in line with what other studies suggested (Wilson et al., 2003). Among the beginners' participants, although the main motivator was seeing the progression and improvement (integrated regulation), their motivation was still hugely affected by external factors such as teachers' teaching styles and class environment (Vallerand, 2001). Both the intermediate and advanced participants' primary motives factor were making progression and becoming more competent and their motivation was not hugely affected by environmental factors.

Positive effect of being in the Pilates class

The respondents replied that they feel good and refreshed after Pilates class. This can be either physical comforts or improvement in their mood or mental well-being. Karen and Tina described, "*Well, I feel good after it. Makes me feel good physically and mentally." (1.16). She furthered, "I find it very relaxing." (2.36).* Daisy said it is nice to be in a class, with the teacher and other people. She seemed to find it nice and refreshing. She described, *"Nice to meet up with that same sort of class." (4.106).* For some respondents, they were motivated by enjoyment of doing Pilates or they were interested in learning. Becky shared her story that she enjoys being in a Pilates class because it is enjoyable, and this motivates her to come back to the class again. The interesting fact is that her teacher played a role in creating a fun class environment and this again, shows that the teacher's role can bring a positive impact

on people's exercise motivation. She expressed, "*I really enjoy the class and I think she makes it fun.*" *(2.40)*.

Discipline, in this context can be construed as that of the teachers and the class environment, the factors which motivate respondents. Because of their Pilates teachers, they were more motivated to be concentrated in the class, more pushed and work harder. Karen's statement supports that "*It's good…discipline to have the class and instructor.*" *(1.16)*. Daisy also described, "*I don't mind being pushed. I think if I wasn't pushed, I would probably just jog along.*" *(6.179)*.

Demotivation factors

There were also demotivation factors which will potentially prevent respondents doing Pilates. There were three main factors: 1. Annoying participants. 2. Teacher's teaching style. 3. Boredom (lose of interest).

Firstly, annoying participants could make participants become demotivated. Half of beginners' respondents said, they find it very demotivating to be with someone who breaks the flow of class. They described annoying participants as those who are talking too much and try to dominate the class. Respondents found that their behaviour is very irritating because they cannot concentrate on what they are doing. Catherine described, "*If someone is kind of dominating, you can get irritated.*" *(8.156)*. It was interesting that if they see someone who shows off their skills, this is demotivating and annoying. Jenny expressed, "*Some of them will show off, and they want to show off how wonderful they are, doing everything, 'oh, you have trouble with that! Look at this!'*" *(10.215)*. Their antipathy toward those people show that, this might be what Dona and Jenny are frustrated with their own ability and if they are seeing these people with high level of skill, this might discourage them. Intermediate participants also agreed that being with irritating participants in the class is the main reason which demotivate participants. The reason is because they want to concentrate, listen and follow the instruction from their teacher in a relaxed and calm classroom. However, if someone breaks this flow and disturbs the class, participants tend to get really annoyed by this. Macy explained, "*Little bit annoying maybe in the sense of just demanding lots of attention from the instructor all through the class.*" *(13.206)*. Similarly, Rachel and

Catherine said, they find it annoying when someone hinders their learning. Being with someone who shows off their competence, also identified as a demotivation factor for Donna and Jenny. Reinboth and Duda (2006) also explained that ego-involving climate such as intrateam rivalry and outdoing others within the team will bring negative impact on team relatedness.

Secondly, teacher's teaching style can demotivate participants. Respondents described that when the lesson plan is disjointed, then this makes them feel not focused. Becky explained, *"It's too disjointed … change for one and change back again to same position you were in. That doesn't make you feel you want to do again." (6.106)*. A small number of participants said, they become demotivated if their teacher is negative and constantly gives negative comments to their students. Sandra articulated, *"If someone constantly went, 'oh, that's not very good, not very good' … obviously you would feel a bit not as prone to go back." (5.86)*.

Thirdly, boredom can cause demotivation. When they find that the class is boring and not interesting, then they lose motivation. The most common example is that when Pilates teacher gives a few exercise moves and suggests to do them repetitively:

You just have to keep repeating that without any alternation or add on. So, it becomes like more like circuit training (Amber 5.102)

I went to one Pilates class which was very much the same exercise over and over, over again. So, I think for an hour, you kind of done 4 exercises. That's not interesting (Sandra 5.97)

Minor Factors

Tired feeling, time wasting, traffic jams (travelling to the class), potential risk, weather, setting oneself a goal, keeping an exercise diary, being in a big group class and not engaged and focused during the class affect the exercisers. A few advanced respondents described that if they are tired, they sometimes hesitate to go to Pilates

class. They normally attend the evening class after finishing their work. As Isabel explained, *"And it's quite late and sometimes I feel exhausted and I think, am I going to manage?" (4.81)*. A few of the respondents expressed they become very unhappy if they felt they have wasted their time during the class. For instance, if the class is not organised, the teacher is not able to deliver a quality teaching and not arriving early to start the session on time and finish early. Cara explained, *"I think the thing that would annoy me, would be if somebody who is a time waster." (11.280)*. The minor factors demotivate respondents as they commute to the Pilates studio. They described that travelling to Pilates studio can be a hassle sometimes. Weather and temperature of the room seem to affect people's motivation. Some respondents find that if the weather is not good outside, this makes their commute hard. The temperature of the room also can cause discomfort and it is easy to lose concentration. Nick explained, *"The only demotivate, vaguely once if it's really really hot. It's not nice to go in there." (8.195)*.

Catherine and Anna said that if they are too eager to achieve their goals, this would bring negative effect on them. They described themselves as 'hard task masters'. This implies that if she pushes herself too hard, this would not motivate her consistently. Catherine expressed, *"If I set myself a goal, I will be pushing myself too hard because I know what I am like. I am a quite hard task master." (2.39)*. The other factor which demotivates them was keeping an exercise diary. This is because if they keep a record of it, they will likely to put too much effort on it and this would affect other tasks in their life. It is interesting to reflect their description on some studies related to achievement goal theory (Dweck & Leggett, 1988; Biddle et al., 2003; Ntoumanis, 2001), that mastery goal-oriented people set their goals which are geared to personal improvement and their level of intrinsic motivation is high compared to ego-oriented people. In this study, Catherine and Anna's description suggest that setting up too much goal could overwhelm them and could demotivate them.

4.7 Superordinate theme 7: Relationship building- Pilates teachers/ instructors and other participants

Building a good relationship with Pilates teachers/ instructors

It was apparent that building a good relationship with their Pilates teachers was important among Pilates participants. They put high value on having a good relationship with their Pilates teachers and wanted a sense of connection. This is because they believed that having a good relationship will bring a positive impact on their learning and motivation:

Someone who is approachable is really important. Because again, when you are learning or you're struggling with something, you need to feel able to say 'oh, need help.' You know, 'can you help me with this?' (Catherine 8.152)

What really puts me off probably the rapport and the teacher is quite important to me. If I wasn't clicking or connecting with her, I don't think I would go back to that person (Valarie 5.93)

If I don't get a positive interaction with the person, then I don't feel comfortable that they're necessarily gonna do … give me the best of my body (Jaclyn 12.277)

It seemed that some of the participants had a good relationship with their teachers. They enjoyed attending Pilates class because they felt comfortable and welcomed by their teachers. Because they knew each other well so the class was fun and enjoyable. Teachers seemed to be approachable as they chatted with their participants. Participants found that even if they have a short conversation after class, it was pleasant. It was apparent that having a good relationship would make the participants feel comfortable, and wish to come back to the class:

But then she talks to everybody, because they are all of her students (Karen 4.102)

Well, I would like to think she enjoys doing the class with us and you know. I would like to think so. I am sure she is (Courtney 8.152)

They assumed that if they know each other better and feel comfortable with each other, then the teachers can consider each different participant and give more attention and provide suitable exercise in addressing the participants' needs. If the teacher is approachable, then the participants feel comfortable to ask questions to their teachers or ask for any help:

You feel comfortable to be able to ask questions like … um, yeah … you don't want to be scared of your teacher or scared to be wrong (Gabi 9.212)

You need to, if something is hurting you or something or you've got a query or not quite sure, you've got to feel that you can ask them a question (Anna 8.149)

If there is no rapport with their teachers, participants will feel uncomfortable and this affects their learning. Jessica explained, *"I think if you have a good relationship with instructor (sic), you will get a lot more out of it." (6.148)*. Moreover, having a good relationship with the teacher seems to make the participants feel more comfortable to receive tactile cues:

It's also quite intimate thing. She puts hands on you, so you have to feel really, it has to be comfortable level (Catherine 8.152)

I suppose if someone is coming and correcting and touching you, then to have a good relationship helps for that contact (Hadley 4.76)

A small number of participants built a very good relationship with their teachers and this certainly affected their motivation in a positive way:

I see them out of Pilates now. I mean they are … one of them is now my friend. I see them separately (Samantha 5.110)

I would say we had good relationship and it is even stronger now (Hadley 4.74)

It seems that people are happy to be with the teacher who is friendly and approachable. It is considered that teachers' character can create a positive class environment:

They are very friendly to us … 'how are you?' they talk to us (Isabel 5.113)

The respondents' stories about the importance of having a good relationship with their Pilates teachers and instructors and its impact on their learning is similar to what Leather and Nicholls (2016) suggested. They contended that a good relationship between teachers and students will result in students' learning: physical, emotional, and cognitive aspects. In this research study, if the respondents felt their teachers are approachable, they found it easier to ask for help when they needed it. For example, they felt comfortable to ask questions and get help from instructors/ teachers to perform the exercise which they struggled to do. In addition, if teachers and instructors adjust to respondents' wrong body alignment by using their hands, Pilates participants felt comfortable and put trust in their support and guidance.

Be respectful to Pilates teachers and instructors

The participants explained that being respectful to their Pilates teachers plays a key role in keeping good relationship with their teachers. Stella suggested, *"I also think that good relationship is respect." (11.250)*. Stephanie also described that, *"So, I think you need to be able to listen to the instructor and equally then need to listen to you." (5.142)*.

The respondents seemed to respect their teachers' expertise. Phillipa explained, *"I think the most important thing is actually respect for their knowledge and experience." (10.238)*. It was interesting that one participant expressed that she did

not really want to make any suggestions to her teacher. She thought this is regarded as not respect for what they are prepared for. Erin said:

And I think well, this is not my class (5.145)

I am a guest. I am a student (6.147)

Trust

Among the participants, the relationship with their teacher was 'trusting'. They said, it is important to trust their Pilates teachers to build good relationship with them. This also presents that trusting their Pilates teachers/ instructors made them to be actively involved in learning in Pilates class (Bryson & Hand, 2007). It was interesting to see that if they trust their teachers, it also means that they feel comfortable to ask questions to their teachers or let them know their medical conditions so that teachers can take care of them and give appropriate and safe exercise which suits individual participants:

…you want to have the trust between you and your instructor to let them know, you know what, I am not gona do that exercise because it's … I guess if you don't have that relationship, you might, you might feel shy or, I don't know. Maybe someone wouldn't say and just carry on and then injure yourself. I think that happen to me once (Macy 11.258)

Yeah. It's kind of like a nurse or doctor you know. Kind of that's my feeling (Tina 7.186)

I completely put my faith in what the kind of programme made for me to help me reach my needs (Dawn 6.105)

Hadley also said, trusting her teacher is important. By trusting her teacher, she was able to do challenging exercises because Hadley believed that her teacher would support her in a safe way:

When you go onto more challenge exercise, they could you know, there is potential to hurt yourself as well and you want to know someone supporting you for these exercises. So that's why I think it is important as good relationship because it's trust (4.76)

It seemed that the respondents trusted their teacher more as teachers gave good care and showed empathy towards them. Cara trusts her teacher because her teacher considers the participants' medical conditions and she maintains these confidentialities. So, Cara feels safe to talk to her teacher and ask for help. She described, *"So, she is respectful of confidentiality … and I do feel like I can go and ask questions." (10.266)*.

Relationship with participants

Overall, among all Pilates participants in this study, some put significant emphasis on building a good relationship with their Pilates teachers. However, building a good relationship with other participants was not a priority for them. Although a few respondents said, they socialise with other participants, and they like to see and talk to participants in the same class, most respondents keep their relationship just in the class. It was apparent that in Pilates class, participants did not talk to each other. They wanted to be focused and interacted with the teacher. In other words, they wanted to get help from teachers by receiving tactile cues or verbal feedback. Interestingly, most of the respondents believed that if they have good relationship with their teachers, this will bring positive impact on their learning. This is because if the teacher knows the participants well, then they will be much more able to cater to individual participant's needs.

Have a conversation (chit-chat)

It seems that Pilates participants had a very casual relationship with their classmate. They tended to talk to each other before the class begins or at the end of the class. Most of them just greeted each other only in the class. They did not do social activities together outside the class:

You know, I got to know quite few of the names of people there and we'll chat at the end (Nick 10.235)

'see you next week' but jut very casually not a long conversation (Phillipa 12.278)

We don't have enough time at the end because lots of people can't stop there off somewhere else. So, we had … try to talk or when we were in the reception area … you will chat with other people there (Amber 9.176)

We talk little bit … it's nice. We don't necessarily doing this thing in outside but people change different terms and different people so… (Holly 6.118)

They felt that their classmates were considered as their acquaintance. Tina's account clearly shows, *"We do chat. We're not friend. We don't socialise out of the class or anything like that. But when we meet up at the class, we have a little chat."* (7.194).

The description above indicates that they do not meet outside but it seems that they try to have a nice relationship, to be comfortable with other participants. It was interesting to hear Samantha that she tends to talk in the small classes. It can be assumed that she feels more comfortable to speak in a small class, rather than being in a big group class. She expressed, *"Yeah, I do but then you know, probably in the small classes. Yeah sometimes we even have conversation while we are doing it."* (6.120).

Sense of belonging

A few participants said that there is a chance to meet new people or even make friends when they attend Pilates classes. Some respondents felt good to be in a group, to feel the sense of belonging. Ingledew et al. (2014) contended that people's behaviour will be regulated by the participating motives. Although relatedness is not a priority among intermediate participants, connection with other people seemed to bring a positive impact on their motivation as well:

I really like being in teams and doing things together. So, I think one of the attraction of doing Pilates is rather than being at home in front of DVD you know, it's with people and so being with people is one of the attractions (Nick 11.247)

There were a few respondents who had made friends with the participants who attend the same class:

Because we are going to cycling together (Dona 6.175)

You know, go and have a coffee at M&S or something (Daisy 11.317)

In London, yes. There was one or two ladies I would see regularly (Stephanie 6.166)

Although relatedness is not a priority among the participants, connection with other people seemed to bring a positive impact on their motivation as well:

So, it's nice to feel the part of Pilates community and I think the class is playing an important role for a lot of people who are, who don't know many people. So, it's way to meet people and feel like you belong (Erin 13.360)

Being respectful (Advanced participants)

Overall, they do not seem to put lots of emphasis on building a good relationship as much as they did with their Pilates teachers. Moreover, respondents seemed very considerate with other participants in the class. They did not want to interrupt or break the flow of the class:

I am also happy to also coming and doing a class but I always like to say 'hi' and 'bye' and also have little chat sometimes. It's really nice but I don't think it is the reason I go (Gabi 230)

It seemed that if they ask too many questions or being noisy, then this would disturb other participants. So many participants try to be quiet and create a nice space where all the participants can concentrate and do Pilates:

You've got to go to a class and being respectful that everybody is there to learn (Cara 10.234)

The commercial environment on the teaching style and behaviours: instructors/ teachers and participants/ clients' relationship

The following section is going to look at how the Pilates teachers and instructors' behaviour and teaching approaches change in respect of participants' responses towards them. One of the Pilates instructors, Tad frankly talked about the impact of commercial nature and how it affected his teaching approach and behaviour. Other four respondents did not talk in detail. However, it is possible that their discourse refers to the behaviours which might have been affected by commercial nature to a certain degree. For instance, they tried to look for what were the favourite exercises among their Pilates participants. Cara explained, *"We do quite a lot of flexion because they love doing it." (3.38).* Cara's articulation implies that Pilates instructors and teachers are willing to take participants' preferable exercises into their lesson plans. When they

do private lessons, they seem to become considerate about the participants' opinion as well as trying to accommodate their needs. Cynthia described, "*Oh, today, I've woken up and I feel really stiff here and I've got pain in my back and so on. You have to think, 'right, okay, well, scrap the plan I have already planed' and then I need to address….*" (5.124).

Tad's choice of delivery of lesson seemed to be hugely influenced by the commercial nature. He shared his experience that his choice of delivery mode failed in his Pilates class. He expressed that he prefers to add new exercises or a variety of exercises in his lesson plans, but he found that the participants seem reluctant about this. Tad explained:

I like to mix it up and there was a time I mixed up too much and then … people like repetitiveness and consistency, I think (3.68)

They like the ideas of new but not too new (3.70)

People hate out of their comfort zone (3.74)

As Tad often had to teach a large group of people in the gym, he admitted that his teaching style was very much teacher-lead, and he gave out lots of instructions and demonstrations rather than paying attention to give feedback to each participant. Tad described, *"… but the ultimate reality is if 20 people came on week 1 and 20 people came on week 2 then I don't care. I don't care. If next week 22 people come, brilliant! I did something right. I will keep it as same."* (7.169).

He furthered that:

If you pay me … 10 pounds each, I am going to give feedback … If I am paying by Pure Gym, there paying 15 pounds for 45 minutes and fill with 30 people, no limit of people can come in … do you know what I mean? It depends (7.153)

This articulation indicates that his delivery of the Pilates session and pedagogic behaviour changes by the wages he receives from the gym. As Tad's articulation

indicates, he often does not set specific aims for teaching a big group of class. Tad also tends not to give feedback unless the participants performed badly. His articulation might imply that he lacks in motivation to run a big group of Pilates participants in the gym.

It is not clear whether commercial environment would directly affect the Pilates teachers and instructors' teaching behaviours and their pedagogic styles as they teach the Pilates participants. As discussed above, Pilates teachers and instructors' behaviour towards their participants might imply that they would listen to the opinions of their participants and are happy to cater to their needs. This is because one of the Pilates teachers and instructors' aim could be making Pilates participants to come back to their class regularly.

The following section is going to draw an inference from Pilates participants' accounts to discuss the possible Pilates teachers/ instructors' roles related to commercial nature. The results of this study suggests that the possible commercial nature of Pilates teachers' role is to lead the class. In other words, Pilates participants do not prefer to receive autonomy-supportive teaching style from their instructors and teachers: i.e. given a choice to choose what exercise to do and decide repetition of Pilates exercises. Participants explained that instructors' and teachers' instructions really help them to be focused/ engaged during the class and they can practice Pilates exercise in a safe and efficient way. Moreover, instructors' and teachers' guidance helped them to become more aware of their own body. Perhaps, the respondents want to make the most of their time while they are attending Pilates class with their teachers/ instructors:

They will explain like which muscles are, the exercise targeting. So, you could try to concentrate on that (Rosie 2.54)

Yeah, yeah. I mean it's a key isn't it? To be focused on not somewhere else (Karen 3.56)

Following instructions does not mean that they are doing Pilates exercise without thinking. Teacher's instructions help the participants to be cognitively engaged too. Rosie, one of the Pilates participants described, *"it's important for me to understand like the where the exercise targeting and understand it like the theory behind it." (2.56)*.

In comparing the results of this study to self-determination theory, this study draws an interesting result; participants were still motivated without meeting the needs of autonomy. This result is not in line with what the previous studies suggested (Standage et al., 2003; Pelletier et al., 2001). Those studies argue that when the participants experienced a sense of autonomy, they would be more motivated or sustain their motivation longer. However, among the Pilates respondents, given the choice it did not play as a motivator. For example, the respondents did not want to make a decision on choosing which exercise they want to do in the class. This study is also not in line with what Byra et al. (2013) suggested. In their study, the students wanted more that they be given choice and this inclusion style of teaching increased their motivation.

More than half of the participants responded that they are satisfied with being led by their teachers throughout the class. Here are a few examples why they prefer to follow instructions. Jessica was conscious about getting an injury by not doing exercise movement correctly. So, she wanted to follow the safe guidance and instructions given by her teacher. She described, *"I would like lots of instructions. Otherwise I would probably do incorrectly, and I could then hurt myself." (4.102)*. Catherine made a clear explanation of why directive teaching is more effective among beginner participants:

Beginners level, lots of research show that very, when your, in terms of developmental learning process, when you are in early stage of learning a skill, it is that directive teaching is that you need … she equally directing you what to do, she is also directing you to pay attention of your own body (4.77)

Rachel said, she is very happy that her teacher is leading the class. This is because Rachel does not need to think of what she has to do, she can just follow the instruction and relax:

I am happy for her to have the responsibility, to tell me what to do and I just relax and do what I am told (11.243)

For Dona, it seems that the teacher's instruction is a source that she can be engaged with and be motivated to do Pilates:

I am quite happy. If they told me what to do at home, I might not do it. I think the routine of coming and engaging, doing it and finishing it (9.248)

Four advanced participants said they are happy to be led by their Pilates teachers. Their description indicates that, Pilates teacher is a motivator. Their role was to help their participants work at the right level as well as helping them to work out the whole body effectively:

I might have personal preference for certain exercises. But just doing this is not necessarily good so … I think it is good that I mean obviously you can say but in general, just following what they say, they planned it with through (Holly 5.106)

I am happy with that. I don't want any more freedom cause, I would, I would be lazier (Cara 3.78)

The respondents' discourse above is similar to what Lia et al (2016) suggested. Their study found that although yoga participants want to sense the autonomy such as having opportunities to feel their own body and mind, they believed that yoga teachers instructions and intervention will enhance their learning.

It was interesting to compare Pilates instructors' and teachers own descriptions of their roles and what Pilates participants want from their Pilates instructors and teachers. This comparison may suggest that Pilates teachers and instructors are aware of what their participants want from them and what roles they need to play in Pilates class. For example, Pilates teachers/ instructors in this study articulated that they lead the class in an organised way. Their main roles are: give instruction, help participants (to attain correct exercise movement), give feedback, encourage participants, and create safe learning environment. Pilates participants' generally want to follow teachers/ instructors' instruction during the class; following teachers and instructors' instructions not only enable them to be focused but also help to learn Pilates exercise efficiently. Many of the respondents found that teachers and instructors' feedback such as verbal feedback or tactile cueing (hand correction) is very helpful.

To some extent, it might be that the dynamics between a commercial activity and pedagogic approach exists within the Pilates instructors/ teachers' role. Nevertheless, it could also be construed that Pilates instructors'/ teachers' choice of their pedagogic approach is not hugely affected by the commercial nature of a Pilates instructor's/ teacher's role. Maybe Pilates teachers and instructors' teaching styles might be shaped by the nature of Pilates and its practice; Pilates exercise always puts a strong emphasis on practicing the fundamental principles, such as centring, concentration, control, alignment, breathing, and flow. In order to practice these components, instructors' and teachers' guidance, instructions, and their expertise play a key role.

CHAPTER 5: CONCLUSION

This study has attempted to evaluate the key factors which facilitate Pilates participants' motivation to attend Pilates class among adult Pilates participants. Self-determination theory was used in this research study to investigate what factors affect the Pilates participants motivation. This paper aimed at investigating the relationship between participants' motivation and Pilates teachers instructional/ teaching style. Moreover, the study attempted to analyse three different level of Pilates participants competence such as beginner, intermediate and advanced, impact on Pilates teachers/ instructors' teaching style and participants' motivation.

As has been described above, this chapter answers those three main research questions by a rich description from both Pilates teachers and participants.

What are the main factors relating to Pilates participants' motivation?

In this study, the result indicated that Pilates participants can be still motivated even if they only meet two aspects of basic psychological needs. All the different facets of basic psychological needs such as autonomy, competence and relatedness were not required to sustain the participants' exercise motivation. Instead, the result suggested that by meeting one component, such as the sense of competence alone was a strong source as the motivator. Relatedness was also perceived as a motivator factor among Pilates participants but it was not the major motivator compared to the need of competence.

Perceived competence and a sense of improvement was the most important source of motivation among the beginner, intermediate and advanced Pilates participants. They described that being competent is articulated as improving their own skills and self-referenced form of own ability. It was clear that competence has a large impact on influencing Pilates participants' motivation which results in an increased level of exercise adherence to Pilates exercise (Vallerand, 2007).

For beginner respondents, seeing how much they have been progressed serves as a powerful motivator. For example, if they could see the change in their strength,

become more aware of their body and see the immediate benefit, this would encourage them to continue doing Pilates. Intermediate participants appeared to become more motivated as they have better feeling after the class. They felt that their Pilates movements get better each time and it seemed important for them to be aware of their own progress. Moreover, it was apparent that they were eager to make further progression gradually. Advanced participants showed that if they think that they can do Pilates movements correctly or feel the competence, then this would motivate them to keep practicing Pilates. Many of them experienced changes and improvement and they believed that their ability to perform Pilates movement was better than before. Overall, the participants' articulation related to competence indicated that they have a strong willingness to make a gradual improvement in Pilates exercise skills (Deci & Ryan, 1980; Mallett et al., 2007).

Moreover, environmental factors such as classes, teachers and other participants affected the participants' motivation (Nicholls, 1984). For example, intermediate participants enjoyed being in classes as this would make them feel refreshed mentally and physically. It was interesting that being disciplined in classes worked as a motivator among intermediate participants. In other words, Pilates teacher him/ herself was a motivator. Respondents were happy to follow what they had been told and guided by their teachers in their classes. This indicated 'the role' as Pilates teachers and instructors. Participants expected that their instructors/ teachers to lead the class by providing clear instructions and safe guidance throughout the class. This allowed participants to learn and make the exercise efficient so that they can make the most of their time in Pilates class.

Positive feedbacks from Pilates teacher was also a motivating force. This is because the positive feedback is a sign of confirming participants' competence. A sense of competence acted as a driving force of participants' motivation because they become active learners. In other words, they show eagerness to learn so that they can be focused in class (Hager & Chatzisarantis, 2007).

Basic psychological need of relatedness was the second source of motivation. In this study, participants wanted to build a good relationship with their Pilates teachers more than other participants. Respondents tended to put an emphasis on building a relationship and respect Pilates teachers expertise. Overall, they believed that if they

have a good rapport with teachers, this will be beneficial for their learning. For instance, they would be comfortable to ask questions and receive tactile cues from their teachers. Although respondents wanted to have a good relationship with people in the class by respecting each other, it was not their priority to socialise with other participants. When they were in Pilates classes, they would not talk to each other because they want to pay attention to their own body and follow teachers' instructions.

A majority of Pilates participants were very happy to follow Pilates teachers' instructions without being given many opportunities to choose what Pilates exercise they want to do in classes. It was apparent that a sense of autonomy did not have much an impact on the motivational process among Pilates participants in this research study. Many of the respondents did not want to be given a choice in classes. This is because respondents thought that their Pilates teachers are experts. Moreover, participants prefer to follow instructions because they help them to understand Pilates exercises clearly. This result is not in line with what previous studies have suggested (Byra et al., 2013; Sanchez et al., 2012). Participants in this study did not feel that they were restricted as they were not given a choice to select exercise. Moreover, the result of this study did not coincide in opinion with CET. CET argues that a feeling of competence improves intrinsic motivation as a person also senses autonomy (deCharms, 1986).

Is there a relationship between the participants' motivation and Pilates teachers/ instructors' teaching style?

It was apparent that teachers' teaching style played a key role in enhancing beginners' participants' motivation in this study. Overall, they were positive about teachers' teaching style because it helped them to have a better understanding of the Pilates moves. One participant described that Pilates teachers' teaching style is also considered as non-linear approach. This is because Pilates teachers encourage their students to be focused on their own body, and how the participants' bodies responds to Pilates exercises. A few respondents described that if teachers care for them in a sense that they gave alternative exercise that are more connective with them, this would make them be motivated. This might indicate that at the initial stage, teachers'

teaching style plays an important role in enhancing the participants' exercise adherence to continue practicing Pilates. What is more, it seemed that the beginner participants need more encouragement. The researcher had asked an extra question about how much do the participants attach importance to Pilates teachers' caring character. Beginner participants preferred a Pilates teacher who is approachable, comfortable, and interactive. Although they described teaching quality as important at this stage, they wanted the teacher who is supportive and comfortable.

It seemed that the teachers' character affects the participants' motivation to some extent. A few advanced participants said, if the teacher is energetic and positive then this encourages respondents. They expressed if the teachers are negative, giving repetitive exercise, their sessions will not be effective as these factors will prevent them from going back to the class again. Receiving a positive feedback had also played an important role in engaging in Pilates class among advanced participants. Some intermediate participants said that in the class their teacher is the motivator. Teachers enabled them to work at the right level, and they are as such disciplined by teachers. However, if the lesson is disjointed, then this will prevent them from being focused, which will decrease their level of motivation.

It was interesting to see that all the participants consider that teachers should be capable and skilful to teach Pilates. Nevertheless, they also said, teachers' approachable and supportive behaviour was also crucial. Many respondents wanted to be in an environment where they are welcomed, comfortable and they wanted to build a good relationship with their teachers. This is because with a comfortable feeling toward their Pilates teachers they were more able to be focused and felt more comfortable to ask for help.

By looking at how Pilates teachers describe their own teaching styles, it was apparent that their teaching styles and coaching/ teaching behaviour was somewhat non-linear teaching approach and they tried to create task-involving climate (Ames, 1992; Kavussanu & Roberts, 1996). Pilates teachers are aware of their roles as motivators who affect participants' learning and motivation. Nevertheless, they perceived themselves as guides and the participants need to be self-motivated and responsible for their learning. In terms of helping the participants to meet the needs of

competence, Pilates teachers challenged their participants by giving Pilates exercises as well as helping them to be focused to work out the given tasks (Nicholls, 1984).

Do Pilates teachers/ instructors' teaching styles change according to participants' competence and participants' motivation?

It can be concluded that Pilates teachers' teaching style becomes somewhat different as they teach the beginners and advanced participants. In beginners' class, teachers tend to become more supportive as well as focusing on the basics of Pilates and exercise movement. Moreover, teachers use demonstration in order to help them to have the pictorial image of the exercise. In the advanced class, although they were still supportive, teachers tended to challenge their participants more. For example, exercise movements require more skills as it gets complex and work at a faster phase. At this level, it seemed that teachers expect their participants to become more aware of their body and competent to just follow verbal instructions. In relation to the relationship between the level of participants' competence and participants' motivation, there was no significant differences among beginners, intermediate and advanced Pilates participants. A lot of respondents seemed to be task-oriented as they were willing to improve, be competent at Pilates as well as experiencing benefits from Pilates on their health.

Practical Implications

In summary, these findings support the SDT that is, participants' motivation can come from social factors, such as coaches' behaviour as participants' motivation is led by participants' perception of autonomy, competence and relatedness (Vallerand, 2007).

The result of this study may offer an understanding of the relationship between Pilates teachers' teaching style and Pilates participants' motivation by indicating specific

teachers' teaching approaches and what factors enhance or demotivate participants' motivation. There are three main points to draw a conclusion.

Firstly, in this study, competence was the key mediator that affected all levels of participants' motivation. Moreover, teachers' character such as being approachable and supportive behaviour facilitated their learning in an effective way. This indicates that Pilates teachers should be responsible for creating an environment, more like autonomy-supportive style should be applied which foster participants' needs of autonomy, competence and relatedness which will result in increasing their intrinsic or self-determined form of extrinsic motivation (Mageau & Vallerand, 2003), especially among those who are new to Pilate. Moreover, Pilates teachers need to build a good rapport with their participants. This is because having a good relationship will make the participants to trust their Pilates teachers and this can also impact on their learning and motivation. The meaning of autonomy-supportive style in this Pilates class context helps participants to reflect on exercise movement and have awareness of their own body based on instructors' and teachers' verbal and tactile feedback. Moreover, Pilates teachers and instructors should encourage their participants to be responsible for their own learning: apply cognitive skills in order to make the exercise movement efficient as well as practicing themselves to improve their health and looking after their body.

Secondly, Pilates teachers are encouraged to use non-linear teaching approach such as CLA, or guided discovery method. This allows the participants to explore their own bodily movement as well as using their cognitive skills how to control their moves efficiently. By doing so, they can feel the sense of autonomy in their own learning as well as being competent at their skills. Therefore, the participants would adhere more to practice and attend Pilates class consistently.

Thirdly, feedback can also be used for enhancing participants' self-determined form of motivation. Participants in this study showed that they wish to get more feedback from their teachers. Although Pilates teachers gave direct feedback including verbal and tactile cues, it seemed that as they have to lead a group class, they might not be able to pay attention to all individual participants. Pilates participants said that they want more feedback and many of them wished to receive a written feedback. For

instance, a written feedback which briefly summarises a participants' general progression and the areas for improvement.

Limitation of the Study

There are a few limitations to this research study. Although this research study involved a large number of samples, the sample was homogenous as a majority of the participants were female. Thus, this study was not able to compare the opinion between female and male Pilates participants. Furthermore, this study was only looking at the participants in UK based Pilates class, so this finding cannot be generalised to all other cultures. From a methodological perspective, although the data collection method in this study enabled the researcher to draw rich accounts of lived experiences, this can be susceptible to bias caused by Pilates teachers and participants. It is considered that recruitment of Pilates participants from different regions and different Pilates studios have affected findings of this research. Therefore, a further study is recommended to recruit participants those who attend the same class and are taught by the same Pilates teacher.

Implication for Future Research

It is considered that an additional research can be conducted to improve the current study. This is going to be worth exploring: how do Pilates participants can sustain their motivational level, as well as what factors could lead them to have more self-determined or intrinsic form of motivation (Deci & Ryan, 2000). This is because most of the participants in this study were extrinsically motivated as their behaviour was regulated through identification or integration. Further research is needed for investigating the relationship between Pilates participants' autonomy needs and teachers' different teaching styles in depth. For example, prior to asking questions related to autonomy, participants will be given a detailed information about different teaching approaches such as the command, practice and inclusion styles (Byra et al.,

2013) and which teaching approach will facilitate their need for autonomy the most. In addition, further study is recommended for comparing participants from both genders, different age groups, and different ethnicities who participate in recreational sports. This is because there are not many studies done on recreational sports participants compared to athletes.

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APPENDIX A

Participant Information Sheet (Pilates Participants)

Dear participants,

I am a research (MA/ MSc by Research) student at the University of Gloucestershire. I would like to invite you to take part in a research study. The study is voluntary, and you will only be included if you provide your permission. Before you decide whether to take part or not, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

The purpose of this study

This study investigates how much of the participants' motivation has to do with Pilates teachers' or instructors' teaching styles and class environment in the Pilates class. In this research, an attempt is made to find out an appropriate teaching style that can create a good exercise environment and enhance the participants' motivation to do Pilates exercise.

Type of research intervention

This research will involve your participation in a focus group interview. There will be 4-5 participants in the interview. You will be asked questions which are related to the research study. The interview will take about 30 minutes. The interview will be audio recorded.

Participant selection

You are being invited to take part in this research. I feel that your experience as a Pilates participant can contribute much to the research study.

Voluntary participation

It is your choice to take part in this study. If you decide to take part you will be given this information sheet to keep and be asked to sign an informed consent form. If you want to withdraw from this study, you can do this at any point without giving a reason. Your data is not going to be used and they are going to be discarded.

Confidentiality

I am going to keep all the data private and secret. I will keep the data in a safe place so that no one can have access to the data. I am going to keep the data until I finish my research study. After the study is finished, I am going to destroy the data.

Contact for further information

The University of Gloucestershire faculty research ethic panel has approved this study. Please contact Dr Malcolm MacLean, chair of the research ethics subcommittee for the Faculty of Applied Sciences at the University of Gloucestershire, if you have any concerns. (Email: mmaclean@glos.ac.uk) Dr MacLean has no direct involvement in this study.

Supervisor details:

Simon Padley

Senior lecturer/ Course Leader Sports Coaching

University of Gloucestershire

Email: spadley@glos.ac.uk

Participant Information Sheet – Pilates Teachers and Instructors

Dear participants,

I am a research (MA/ MSc by Research) student at the University of Gloucestershire. I would like to invite you to take part in a research study. The study is voluntary, and you will only be included if you provide your permission. Before you decide whether to take part or not, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

The purpose of this study

This study investigates how much of the participants' motivation has to do with Pilates teachers or instructors' teaching styles and class environment in the Pilates class. In this research, an attempt is made to find out an appropriate teaching style that can create a good exercise environment and enhance the participants' motivation to do Pilates exercise.

Type of research intervention

This research will involve your participation in an interview. You will be asked questions which are related to the research study. The interview will take about 20-30 minutes. The interview will be audio recorded.

Participant selection

You are being invited to take part in this research. I feel that your experience as a Pilates teacher/instructor can contribute much to the research study.

Voluntary participation

It is your choice to take part in this study. If you decide to take part you will be given this information sheet to keep and be asked to sign an informed consent form. If you want to withdraw from this study, you can do this at any point without giving a reason. Your data is not going to be used and they are going to be discarded.

Confidentiality

I am going to keep all the data private and secret. I will keep the data in a safe place so that no one can have access to the data. I am going to keep the data until I finish my research study. After the study is finished, I am going to destroy the data.

Contact for further information

The University of Gloucestershire faculty research ethic panel has approved this study. Please contact Dr Malcolm MacLean, chair of the research ethics subcommittee for the Faculty of Applied Sciences at the University of Gloucestershire, if you have any concerns. (Email: mmaclean@glos.ac.uk) Dr MacLean has no direct involvement in this study.

Supervisor details:

Simon Padley

Senior lecturer/ Course Leader Sports Coaching

University of Gloucestershire

Email: spadley@glos.ac.uk

APPENDIX C

Informed Consent Form

Title of the Project:

The relationship between participants' motivation and instructors' teaching style and class environment of Pilates.

Contact detail of research student:

Name: Hye Rim Lee

Email: heyrim153@hotmail.com

1. I confirm that I have read and understand the information for the study and I have had the opportunity to ask questions.   Yes/ No

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.   Yes/ No

3. I agree to take part in this research study   Yes/ No

4. I agree to be interviewed that being audio recorded   Yes/ No

5. I agree to the use of anonymised quotes in publications   Yes/ No

6. I agree that my data gathered in this study will be used for this research (after it has been anonymised) Yes/ No

Name of the Participant: Name of the Researcher:

Date: Date:

Signature: Signature:

APPENDIX D

Interview Questions (Pilates Teachers and Instructors)

Interview guide

My study is designed to investigate the relationship between participants' motivation and instructional style/ pedagogy. Therefore, I am going to ask you questions about your experience of teaching Pilates and your teaching style. Please do not be nervous, and there are no right or wrong answers to these questions. So, please feel free to express your opinion.

Warm-up questions

- ❖ How are you today?
- ❖ How are you doing?
- ❖ Have you had a class today?
- ❖ How was the class?
- ❖ Are you ready for this interview?

Pilates teachers' general information and teaching background

- ❖ Can you introduce yourself briefly?
- ❖ Could you please tell me about your teaching background?
- ❖ How long have you been teaching?
- ❖ What made you to become a Pilates instructor?
- ❖ How many hours do you teach a day/ week?
- ❖ Are you a physiotherapist?
- ❖ Do you do any other sports?

Teaching style/ instructional style (pedagogy)

- ❖ How long does a Pilates class last?

- ❖ Please describe about the main content of the session?
- ❖ Do you design a lesson plan for each class?
- ❖ Please tell me the main aims for Pilates class. Do you set any goals for each session?
- ❖ What is your teaching philosophy?
- ❖ Could you explain, what makes a good Pilates session? and what factors can make people to enjoy the class?
- ❖ Does your teaching style change according to different level of participants?

Teaching style-Linear approach

- ❖ Do you always tell them what to do?
- ❖ Do you demonstrate Pilates movement first and then tell the participants to repeat it?
- ❖ Do you prefer linear style teaching? If so, why?

Teaching style- Non-linear approach

- ❖ Do you allow the participants to ask questions? For example, do you make sure they understand what they are doing?
- ❖ Do you have a question time? For example, do you allow the participants to ask questions during the class? or after the class?
- ❖ Do you ask the participants what they want to work on? What types of Pilates exercise do they want to practice?
- ❖ When you run a private session (1:1), does the instructional style become different compared to group Pilates sessions? If so, could you explain the difference?

Motivation

- ❖ Please explain to me how would you motivate your clients
- ❖ What factors motivates the participants?
- ❖ Can you recognise that your participants are motivated?

- ❖ What would you do to motivate your participants?
- ❖ Do you challenge the participants?

Goals/ aims and progression

- ❖ Do you set any specific goals for a group class?
- ❖ Do you share goals to them? Are they aware of their goals for doing Pilates?

Competence

- ❖ How do you check that your participants have improved in their Pilates movement?
- ❖ Do you assess their improvement?
- ❖ Do you give them feedback regularly?
- ❖ Do you give the participants a constructive feedback? (i.e. progression, improvement and areas of improvement)

Relatedness

- ❖ Do you think it is important to build a good relationship with your clients/ participants? If so, could you please elaborate more on this?
- ❖ Do you talk to them?
- ❖ Do you think you are an approachable Pilates teacher?
- ❖ Could you describe, do you think you try to keep a good relationship with your clients?
- ❖ What would you do to keep a good relationship with your participants?

APPENDIX E

Interview Questions (Pilates Participants)

Interview guide

My study is designed to investigate the relationship between participants' motivation and instructional style/ pedagogy. Therefore, I am going to ask you questions about your experience of attending Pilates class. Please do not be nervous and there are no right or wrong answers to these questions. So, please feel free to express your opinion.

Warm-up questions

- ❖ How are you feeling today?
- ❖ How was the class?
- ❖ Did you enjoy the session today?
- ❖ Can you tell me how long have you been practicing Pilates?
- ❖ How often do you go to Pilates class?
- ❖ Was there any special reason why you decided to do Pilates?
- ❖ Do you have any medical condition?
- ❖ Do you think Pilates help?
- ❖ What sports do you play?

Motivation

- ❖ Can you describe what factors motivate you to be involved in doing Pilates?
- ❖ What factors make you keep returning to Pilates class? Can you elaborate on this?
- ❖ Do you have any goals in doing Pilates? If so, what goals do you have?
- ❖ Do you feel good when you notice that you have made an improvement?
- ❖ Do you keep an exercise diary?
- ❖ What factors demotivate you?

Your opinion about Pilates teachers teaching style

- ❖ In general, how do you feel about your teachers teaching style?
- ❖ What is it like to be in the Pilates class?
- ❖ Does your instructor give you lots of explanation and demonstration during the class?
- ❖ Does your Pilates teacher ask you questions during the class?
- ❖ Does she/ he let you ask questions?
- ❖ When you are confused with exercise movement, what do you do?
- ❖ Are you aware of the benefit/ aims of each Pilates exercise?
- ❖ Do you know which exercise involves what muscles and how they work?
- ❖ When you are in the Pilates class, do you become a passive learner?
- ❖ Do you like your Pilates teachers' class? If so, or if not, can you explain that?
- ❖ Would you prefer to speak to other participants, sharing your ideas about exercise movement or exchange information?
- ❖ Do you think you are focused during the class? if not, why do you think so?

Competence

- ❖ Do you think you can do many Pilates movement without having difficulties?
- ❖ Do you think you have improved over the past months?
- ❖ Do you receive feedback from your Pilates teachers? / instructors?
- ❖ How would you measure your improvement?
- ❖ Is it important for you to keep making progression?
- ❖ Do you feel that you are competent to some extent?

Autonomy

- ❖ Does your Pilates teacher/ instructor allow you to choose what you want to do? For example, choose the exercise, reps and levels of exercise.
- ❖ Does your Pilates teacher/ instructor ask your opinion what you wish to do during the class? Or take up your suggestions?
- ❖ In Pilates class, do you feel that your choice and opinions are valued by your teacher/ instructor?
- ❖ Do you prefer to be given autonomy during the class? If not, why?

Relatedness

- ❖ Do you think that you have built a good relationship with your Pilates teachers/ instructors?
- ❖ Do you socialise with other participants within the Pilates class?
- ❖ Do you think it is important to have good relationship with other participants in the class?
- ❖ Do you come to Pilates class for socialising with other people?
- ❖ Is your Pilates teacher supportive? / friendly? / approachable?
- ❖ Do you think it is important to have good relationship with your Pilates teachers/ instructors? If so, can you elaborate on this?

APPENDIX F

Participant Demographic

Pilates Teachers and instructors

Table 1. Pilates teachers/ instructors

Participant	Gender	Teaching experience	Qualification	Background
Scott	Male	17 years	Body Control Pilates teacher qualification	Dancer Pilates teacher trainer
Abigail	Female	8 years	Polestar Pilates UK (Mat and comprehensive courses)	Pilates teacher
Tad	Male	5 years	Stott Pilates Matwork Level 3 Matwork advanced course (Continuing education credit)	Sport physiotherapist

Cara	Female	4 years	Body control Pilates Teacher Level 3	Pilates teacher
Cynthia	Female	15 years	Stott Pilates Certification	Pilates instructor

APPENDIX G

Participant Demographic

Pilates Participants

Beginners Pilates participants

There were 2 focus groups interviews (2 interviewees in each group), and 6 individual semi-structured interviews that were conducted with beginners Pilates participants (n=10).

Focus groups 1 (n=2, Beginners participants), participants 1 and 2

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 1 (R)	Female	Started again, after a long break.	Steps and cycling
Participant 2 (S)	Female	2 weeks	Walking

Focus groups 2 (n=2, beginners participants), participants 3 and 4

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 3 (A)	Female	2 times	Exercise bike
Participant 4 (C)	Female	Few months	Netball

Beginners participant 5 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 5 (D)	Female	Started Pilates 3-4 years ago, but there was a break and started again 4-5 weeks ago	Swimming and cycling

Beginners participant 6 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 6 (N)	Male	7 months	Running, cycling, walking and allotment

Beginners participant 7 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 7 (P)	Female	Started 5 years ago but had a break for 4 years. She just came	Swimming

		back to it 3 months ago	

Beginners participant 8 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 8 (R)	Female	Started Pilates few years ago but on and off. She is now back to it 3 months ago	Running and Paddle boarding

Beginners participant 9 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 9 (J)	Female	25 years on and off, had a long break	Walking

Beginners participant 10 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 10 (J)	Female	Very new to Pilates	Gym workout

Intermediate Pilates participants

There were 1 focus group interview (3 interviewees in one group) and 7 individual semi-structured interviews that were conducted with intermediate Pilates participants (n=10).

Focus groups (n=3, Intermediate participants), participants 1,2, and 3

Participants	Gender	Pilates experience	Other sport/ exercise they do
Intermediate Participant 1 (C)	Female	6 years	Walking
Intermediate Participant 2 (A)	Female	4 years	No
Intermediate Participant 3 (B)	Female	4 years	No

Intermediate participant 4 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 4 (K)	Female	7 years	Running and cycling

Intermediate participant 5 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do

Participant 5 (BAR)	Female	7 years	Yoga and Gym

Intermediate participant 6 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 6 (D)	Female	9 years	Yoga and Walking

Intermediate participant 7 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 7 (E)	Female	2 years	walking, yoga and golf

Intermediate participant 8 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 8 (S)	Female	18 months	Gym

Intermediate participant 9 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do

Participant 9 (T)	Female	12 years	swimming

Intermediate participant 10 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 10 (M)	Female	4 years	Aerobic and weight training

Advanced participants

There were 2 focus groups interviews (3 interviewees in one group) and 4 individual semi-structured interviews that were conducted with advanced Pilates participants (n=10)

Focus Groups 1 (n=3, Advanced participants), participants 1,2, and 3

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 1 (S)	Female	2-3 years	Walking
Participant 2 (I)	Female	5 years	Home Pilates
Participant 3 (H)	Female	1 year	Running and aerobics

Focus Groups 2 (n=3, Advanced participants), participants 4,5 and 6

Participants	Gender	Pilates experience	Other sport/ exercise they do
Participant 4 (S)	Female	2-3 years	Swimming, weight training and running
Participant 5 (D)	Female	5-8 years (?)	Dance and Gym
Participant 6 (V)	Female	15 years	Walking

Advanced participant 7 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Advanced participant 7 (G)	Female	More than 10 years	Dance, Yoga and walking

Advanced participant 8 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Advanced participant 8 (H)	Female	2 years	Triathlon, long distance cycling and swimming and walking

Advanced participant 9 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Advanced participant 9 (J)	Female	9 years	Yoga, high-intensity interval training and dance.

Advanced participant 10 (one-to-one, semi-structured interview)

Participants	Gender	Pilates experience	Other sport/ exercise they do
Advanced participant 10 (C)	Female	9 Years	Walking (Long distance walking)