

1-1-1990

Prospective teachers' perspectives on the physical education teacher role : examining the recruitment phase of teacher socialization.

Gayle E. Hutchinson
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Hutchinson, Gayle E., "Prospective teachers' perspectives on the physical education teacher role : examining the recruitment phase of teacher socialization." (1990). *Doctoral Dissertations 1896 - February 2014*. 4556.

<https://doi.org/10.7275/13473155> https://scholarworks.umass.edu/dissertations_1/4556

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.



312066013476124

PROSPECTIVE TEACHERS' PERSPECTIVES ON
THE PHYSICAL EDUCATION TEACHER ROLE:
EXAMINING THE RECRUITMENT PHASE OF TEACHER SOCIALIZATION

A Dissertation Presented

by

GAYLE E. HUTCHINSON

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1990

School of Education

© Copyright by Gayle E. Hutchinson 1990

All Rights Reserved

PROSPECTIVE TEACHERS' PERSPECTIVES ON
THE PHYSICAL EDUCATION TEACHER ROLE:
EXAMINING THE RECRUITMENT PHASE OF TEACHER SOCIALIZATION

A Dissertation Presented

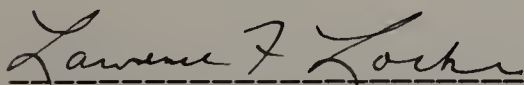
by

GAYLE E. HUTCHINSON

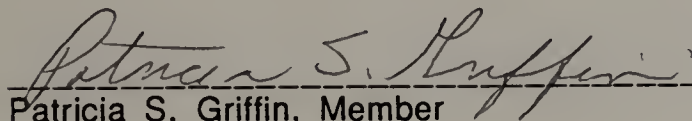
Approved as to style and content by:



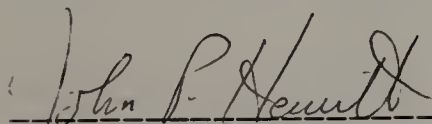
Patt S. Dodds, Chairperson of Comittee



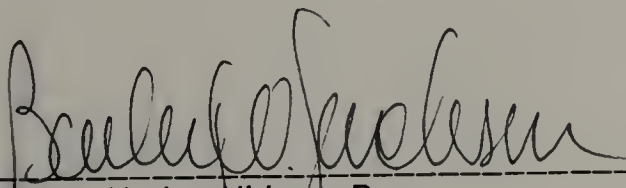
Lawrence F. Locke, Member



Patricia S. Griffin, Member



John Hewitt, Member



Marilyn Haring-Hidore, Dean
School of Education

ACKNOWLEDGEMENTS

I am thankful to my dissertation committee for their guidance and support. Patt Dodds encouraged my efforts, challenged my thoughts and guided my research. Larry Locke, Pat Griffin and John Hewitt offered their knowledge and wisdom, all of which provided me with invaluable feedback.

I am appreciative of the PETEs for their enthusiasm, support and interest in my research topic. To "my buddy" Bobbie for her friendship. Together, we helped each other climb up the "10 Magic Steps" of graduate school.

My colleagues in the exercise science department Ann Fran, Kari, Bruce and Cindy have been most supportive. They have put up with my moods, and they have helped me to keep a sense of humor about my life and my work. A special thanks to Patty whose three words of encouragement became my motto for action; "Just Do It."

I offer a warm thanks to all of my dearest friends who have stood by me over the years. Especially to Carol for teaching me that women can be strong and confident, to Lynn for her long distance support and everlasting friendship, and to Suzanne and Kathryn for their genuine love and caring.

My family also has been supportive throughout my graduate work. I extend a loving thanks to my parents for encouraging me to pursue my dreams.

And to Sherry, my deepest gratitude for her unwavering support, encouragement and love. Her presence has made a difference in my life.

ABSTRACT

PROSPECTIVE TEACHERS' PERSPECTIVES ON THE PHYSICAL EDUCATION TEACHER ROLE: EXAMINING THE RECRUITMENT PHASE OF TEACHER SOCIALIZATION

MAY 1990

GAYLE E. HUTCHINSON, B.S., UNIVERSITY OF MASSACHUSETTS

M.A., TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Associate Professor Patt S. Dodds

This study focused on the recruitment phase of teacher socialization, particularly the perspectives high school students, who wish to become physical education teachers, have on the teacher role. The participants were 10 high school students interested in becoming physical education teachers. They were white and attended rural or urban high schools. Four interviews were used to collect the participants' perspectives on physical education teaching: two semi-structured, open-ended interviews, a role play and a series of vignettes. The interview data were presented in three categories: biographical information, career choices and perspectives on teaching.

The opportunity to work with young people and to continue their involvement in sports were two primary factors attracting the participants to careers in physical education teaching and athletic coaching. Overall, the participants preferred coaching after-school sports to teaching physical education because they believed coaching received more positive recognition and provided more opportunities to remain in competitive sports.

The participant group held three primary assumptions about physical education. First, they believed that physical education accommodates athletics. Second, they assumed that the goal of physical education was to have fun. Third, the participant

group believed that everyone can perform sport skills successfully with little or no instruction.

Several key points from the data emerged. First, the participants regarded physical education teaching as a career contingency for coaching. Second, they viewed compulsory physical education as problematic. Third, the participants believed in a custodial approach to class management. Four, they described a multi-activity model to curriculum which would only require a limited degree of lesson planning. Finally, they regarded student learning as student participation and would reward active student participation with high grades. These perspectives on teaching support the argument that prospective teachers enter teacher training with detailed ideas about the teacher role. The information gleaned from the recruitment phase of teacher socialization must be used to inform the content of teacher preparation programs and guide the research on the teacher role.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
Chapter	
I. INTRODUCTION	1
The Teacher Socialization Process.	3
Meaning Making: A Theoretical Perspective.	3
Seeking Membership in the Work Place: Professions and Occupations.	5
Teaching: Profession or Occupation?.	6
Teaching: An Emerging Profession.	8
Significance of Study	9
Purpose of Study	10
II. REVIEW OF SELECTED LITERATURE	11
The Influence of Social Units on Teacher Socialization.	11
Attractors and Facilitators.	14
Attractors.	14
Facilitators.	15
Recruitment into Physical Education	17
Social Strategies	18
Students' Perspectives on Teaching	21
High School Students Interested in Becoming Physical Educators	23
Chapter Summary	25
III. METHODOLOGY	27
Assumptions	27
Selection of Participants	28
Information Session	28
Entering the Schools	29
Participant Anonymity	29
Data Collection Techniques	30
Recording Data	32
Data Analysis	32
Organizing Data	32
Session One: Getting To Know You	33

Session Two: Role Play	33
Session Three: Vignettes	33
Session Four: "Checking In" with Participants	34
Trustworthiness of Research Data	34
Credibility	34
Prolonged Engagement	34
Peer Debriefings	35
Negative Case Analysis	35
Member Checks	35
Transferability	36
Consistency and Confirmability	36
Chapter Summary	36
IV. THE PROSPECTIVE TEACHERS: BIOGRAPHICAL INFORMATION	38
Prospective Teachers: Who Are They?	38
Family Background.	39
Parents'/Guardians' Education	39
Siblings' Education/Occupations	40
Family Members' Participation in Sports	40
Family Support	43
Prospective Teachers as Students	44
Prospective Teachers as Athletes	47
Leadership Roles and Awards in Sports	49
The Participants' Other Involvements in Physical Activity	52
The Physical Education Experience	53
What Participants Learned in Physical Education Class	54
Judging Others' Participation in Physical Education Class	56
Chapter Summary	57
V. PHYSICAL EDUCATION AS A CAREER CHOICE	59
Understanding Attractors and Facilitators	61
First Interests in Teaching and Coaching	61
What Is Attractive about Teaching Physical Education?	63
What Is so Attractive about Coaching?	64
People and Experiences Serve as Facilitators	64
Prospective Teachers' Interests: Teaching or Coaching or Both?	65
Differences Between Teaching and Coaching	66
The Many Purposes of Physical Education	68

Chapter Summary	69
VI. PROSPECTIVE TEACHERS' PERSPECTIVES ON TEACHING PHYSICAL EDUCATION	71
More than a Routine	71
Daily Routines of School	72
Morning	72
Midday	73
Free Periods	73
Afternoon	74
Special Occasions	74
Order in the Gym	76
Show and Play	77
Good Kids/Bad Kids	80
Summary for More Than a Routine	83
Pedagogical Knowledge	84
A Multi-Activity Approach to Physical Education	84
Scope	85
Constraints	86
Summary for a Multi-Activity Approach to Physical Education	87
Teacher Planning	88
Student Learning	91
Fun	92
Sport Skills	92
Social Skills	92
Fitness	93
Summary for Student Learning	93
Grading	94
Criteria for Grading Student Participation	94
Student Involvement in Class Activities: Effort and Attitude	96
Reasons for Varying Degrees of Student Participation	98
Gender-Based Student Participation	100
The Grading Scheme	102
Motivating Non-Participants	103
Summary for Grading	104

Notions of Successful Teaching	106
Fun	106
Sport Skills	106
Social Skills	107
Participation/Effort	107
Coaching	108
Chapter Summary	110
VII. DISCUSSION AND IMPLICATIONS	112
Discussion	112
Physical Education Teaching as a Career Contingency for Coaching	112
Compulsory Physical Education as Problematic	114
A Custodial Approach as Class Management	115
A Multi-Activity Curriculum Model	116
The Limits of Lesson Planning	117
Student Participation as a Synonym for Student Learning	118
Grades as Rewards for Student Participation	119
Implications for Teacher Preparation Programs	120
Summary	124
APPENDICES	
A. ELIGIBILITY QUESTIONNAIRE	125
B. CONSENT FORM	127
C. INTERVIEW ONE: GETTING TO KNOW YOU	130
D. INTERVIEW TWO: ROLE PLAY	136
E. INTERVIEW THREE: VIGNETTES	139
BIBLIOGRAPHY	146

LIST OF TABLES

	Page
1. Parents'/Guardians' Education Levels and Occupations	41
2. Siblings' Education Levels and Occupations	42
3. Prospective Teachers' Academic Records and Extracurricular Activities	46
4. Level of Participation in High School Sports	49
5. Leadership Roles and Awards in Sports	50
6. Other Involvements in Sport	53
7. Career Rankings and Alternative Careers	60
8. Participants' First Interests in Teaching and Coaching	62

LIST OF FIGURES

	<u>Page</u>
1. Teacher Socialization Continuum	1
2. Participants' Involvement in Organized Sports	48
3. Student Participation Continuum	96
4. Participation Levels Based on Gender	101

CHAPTER I

INTRODUCTION

Teacher socialization is one theoretical approach educational researchers use to investigate the interactive process by which individuals learn to be teachers. Research on teacher socialization has concentrated primarily on what happens during teacher training programs, including clinical teaching experiences and student teaching. In the past few years inquiry has expanded to include the induction years of neophyte teachers and the inservice years of veterans (Lanier & Little, 1986). As the body of knowledge about teacher socialization evolves, teacher educators are finding that it is a complex interactive process between individuals and the social world. It begins long before individuals enter formal teacher training programs and continues until their teaching careers end. A continuum (Hall & Hord, 1981) divided into four career phases best illustrates the teacher socialization process.

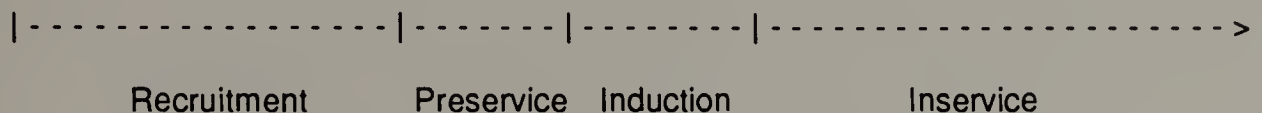


Figure 1. Teacher Socialization Continuum.

Recruitment is the 12 to 15 year time period prior to entering college teacher education programs and includes all those people and events which influence prospective teachers' perspectives (thoughts and actions) on teaching. Preservice marks the formal teacher education individuals receive in college, including four or five years of course work, clinical teaching experiences, student teaching and other training activities. Induction focuses on those events neophyte teachers experience during the first one to five years of teaching and often focuses on learning the explicit and implicit rules of the school community: how to interact with students, teachers, administrators and other school personnel, how to discipline students, how to implement class management

techniques and how to cover planned material in class. The inservice phase includes those experiences occurring during teachers' careers. Over the years as teachers learn to work within the school community they develop teaching styles based on the meanings they make for their roles as teachers.

At this time, most research on teacher socialization has been conducted during the preservice, induction and inservice phases of teacher careers. It is during the recruitment phase of the teacher socialization process, however, that individuals begin developing meaning for teaching. Teacher educators must study prospective teachers during the recruitment phase in order to acquire a more comprehensive understanding of the ways individuals learn to teach.

The small amount of research done on teacher recruitment has drawn information from veteran teachers and undergraduate teacher education majors recalling important events from their pasts (Lortie, 1975). Recalling significant events provides valuable pieces of information about the recruitment phase, but the depth of information is limited. For instance, meanings attached to past teacher-related events may change in retrospect. The extent to which individuals can recall past perspectives on teaching which have not been influenced by later events is questionable. As time passes, valuable information about significant people, events and meanings may be buried in individuals' minds and become unavailable through ordinary techniques of recall.

For those reasons, if we are to obtain accurate and comprehensive information about the full span of teacher socialization, research into recruitment must include prospective teachers who have not yet entered formal teacher training. Dewar's (1983) investigation of career recruitment is the only study presently available which surveyed high school students interested in teaching physical education. In the present study high school students interested in becoming physical educators were interviewed about their perspectives on teaching, adding to the limited body of literature on teacher recruitment.

The Teacher Socialization Process

The teacher socialization process begins when all youngsters, not just prospective teachers, develop meanings for teachers and school before they are old enough to enter the classroom. Once enrolled in school they develop more elaborate meanings about the knowledge, values, attitudes, beliefs, skills, and interests which are particular to their school community and which are characteristic of teacher roles. Youngsters base their meanings for events that happen in school on their own past experiences, interpretations of situations and predictions about others' perspectives on school events. Meaning development is an interactive process between individuals and their surroundings. Being active players in the recruitment phase, individuals have the power to influence the school community which influences them.

Individuals construct a social reality when they give meaning to the collective actions of societal members. In other words, students create a social reality for themselves by placing meaning on the collective actions which occur every day in school. Based on these meanings, individuals decide on actions to take and in some way align these actions with those of others, creating a social order. The alignment of actions, then, is not merely a response to other actions. Individuals align their actions by figuring out what others are doing and by deciding what others intend to do (Blumer, 1969). Prospective teachers, prior to college, develop meaning for collective actions which take place in school. Making sense of these group actions enables prospective teachers to construct a social reality about school and the roles of teachers.

Meaning Making: A Theoretical Perspective

Studying interactions between individuals and a school or teacher training program is a step toward understanding how prospective teachers construct meaning for teaching and why they choose to behave in certain ways as teachers. According to Blumer (1969), there are three premises by which people develop meaning for things. First, people act toward things based upon the meaning things have for them. Second, meanings

are derived through social interaction. Third, individuals create meaning through a process of interpretation which is unique to the individual and which enables them to continuously create, revise or reinforce their meanings for things.

Individuals interested in becoming teachers during elementary and secondary school years develop meaning for teaching and the teacher role based on numerous social interactions taking place inside and outside of school. Meaning making is an interpretive process which varies with each prospective teacher and which is affected, in some way, by the social context encompassing each individual. Over time individuals will create, reinforce and recreate meanings for teaching through this process. The meanings individuals have about teaching and teacher roles guide their actions for pursuing teaching careers.

This interactive process is characterized by roletaking and rolemaking. Roletaking is similar to Lortie's (1975) notion of "apprenticeship of observation" through which prospective teachers learn many things about teaching simply by watching teachers for 12-15 years. Roletaking includes observation, but it also enables individuals to adopt the perspective of another person and to use that perspective to predict the other person's conduct. Individuals also use another person's perspective as a means to assess the other's responses to their own impending conduct (Hewitt, 1988). Meanings emerge when individuals interpret the actions of others in various situations. Differences in teacher conduct, for example, result from the interpretations and meanings teachers derive from the actions of others (students, teachers and administrators) in numerous situations. The differences also stem from the perspectives these teachers have about the ways others interpret their own actions.

Individuals influenced by roletaking create and personalize their own actions in situations; this is known as rolemaking (Hewitt, 1988). For example, situations have either overt or covert expectations for individual and group conduct. Individuals interpret these expectations along with others' actions by roletaking and then pattern

their own behavior based on these interpretations by rolemaking. Once individuals choose a behavior and act on it, they are interacting with the actions of others in that particular situation. Acknowledging that individuals are active players in the teacher socialization process prior to college, whether or not they have committed themselves to pursuing a teaching career, accentuates the need to gather information about prospective teachers during the recruitment phase.

Seeking Membership in the Work Place: Professions and Occupations

The ways people enter the work place are referred to as occupational or professional socialization: the processes by which individuals selectively acquire the knowledges, skills, values, attitudes, and beliefs which characterize the occupation or profession to which they seek membership (Merton, Reader & Kendal, 1957). Every job, whether it is classified as a profession or an occupation, provides individuals with socially defined guidelines for work. On one level these guidelines define the type of work that will take place; for instance, doctors work to prevent and cure illness in people, janitors maintain and clean buildings, airline pilots shuttle people from one airport to the next, and teachers educate students. Guidelines also differentiate between profession and occupation. These differences influence the ways people interpret their jobs and influence their reasons for choosing one occupation or profession over another.

A profession tends to be a position of specialized expertise which offers a service to the public and offers its own members a high degree of autonomy. It is typically connected with universities and other institutions of higher learning. Characteristics of a profession include (Conway, 1983, p. 30)

1. The acquisition of a body of knowledge in the discipline.
People use this acquired knowledge to improve expertise and service.
2. There is a body of theory which guides the practice of members.
3. Members are unified in a community of shared values and goals.
4. There is a code of ethics which guides the practice of individuals.

5. Members deal with matters of human urgency and significance.

6. Members exert control over the service arena in which they practice.

Recruitment and entry into a profession are guarded by highly selective gatekeeping procedures such as excellent SAT scores, course prerequisites accumulated during undergraduate study, graduate degree training, internships, residencies, board examinations, licensing and great financial expense for professional training.

Professions are accorded higher status in society than occupations. Once granted membership in a profession, individuals are rewarded with promotions which are clearly marked, for instance, becoming a partner in a law firm or the chief of surgeons in a hospital. In addition to higher status and distinguished promotions, professionals usually find financial security once membership is attained (Conway, 1983; Kelly, 1985).

Occupations range from automobile mechanics to teachers. They are marked by variable entry requirements (considered easier than those of professions), short term training and informal induction processes into the work place. The emphasis in training for an occupation is learning on the job. Members of an occupation are usually considered subordinates in the work place, carrying less autonomy and fewer decision making responsibilities than their professional counterparts. Finally, occupations vary greatly in monetary rewards, and promotions tend to be less well delineated than those offered in professions.

Teaching: Profession or Occupation?

Teaching has been referred to as both a profession (Stinnett & Huggett, 1963) and an occupation (Lortie, 1975). Looking at the characteristics of each, teaching does indeed meet several characteristics of a profession and many characteristics which define occupation. For example, providing a public service is one key characteristic of a profession. Teaching requires educating children and adults, and it is the basis for the training for all professions and occupations. A working body of knowledge is another

important characteristic of a profession; research on teaching has generated a body of knowledge about topics such as teacher effectiveness, classroom management, planning, and teaching styles. In addition, members of professions are unified by shared values and goals present in the work place. This is true for teachers who conform to societal expectations present in schools. Not all teachers, however, share the same values and goals about their work or even a common set of work objectives (as in physical education). Finally, as with professionals such as doctors and lawyers, teachers have a degree of autonomy in their classrooms. They are the primary decision-makers for planning and conducting daily lessons, playing roles which are largely superordinate to their students.

On the other hand, teaching can be defined as an occupation. While teachers have considerable autonomy and decision-making power in their individual classrooms, they do not have a great deal of power in the overall functions of the school. Teachers are regarded as subordinates to the administration in most schools. For instance, they have very little responsibility in the scheduling of classes, curriculum planning or decision-making activities. In many areas of school life teachers are told what to do by department chairpersons, principals and school boards.

Research on teaching primarily takes place in institutions of higher learning, and the use of this body of knowledge to guide the work of teachers in the schools is rare. Some researchers (Lanier & Little, 1986; Lortie, 1975) attribute eased entrance into teaching as a message which implies that little formal knowledge is needed to become and remain a good teacher. Generally, teachers do not pursue knowledge in order to improve their teaching and public service in ways that are similar to other professions. Instead, teachers regard inservice education through graduate education courses as a means to keep their jobs and increase their salaries. Once individuals have acquired teacher certification they have the tendency to believe the skills of teaching will be mastered on the job, and once mastered, that they require little or no continuing development.

Other characteristics of teaching as an occupation include eased entry, short term training, and informal induction (Lortie, 1975). Today, it is relatively easy for individuals interested in teaching to enter teacher preparation programs. Once in a program, teacher certification is usually granted with satisfactory completion of specific subject matter courses, prepracticum requirements and student teaching. Induction into the schools is quite informal compared to the rigorous internships and residencies which are characteristic of professions. For an induction period, first year teachers usually receive a brief orientation by school administrators, which includes the distribution of keys, a tour of the school, classroom assignments, teaching schedules, handouts of school policies and an opportunity to begin planning lessons and setting up classrooms (Ryan, 1980). Informal, non-deliberate, unplanned learning while on the job tends to be the nature of teacher induction in the schools.

Teaching: An Emerging Profession

The occupational characteristics of teaching seem to outweigh professional characteristics at this time. Recently, however, teachers' struggle for professional status has increased. With growing concerns about the quality of teaching in our nation's schools, organizations such as the Holmes Group (1986) and the Carnegie Forum on Education and the Economy (1986) are urging serious reform of teacher training programs as well as the development of more effective teachers in the schools. Most of the reforms suggested would include highly selective recruitment procedures, more time spent learning about specific subject matter, graduate study in pedagogy, and a clearly defined career ladder for individuals working in the schools.

Since many reform movements for teacher training are pushing for the professionalization of teaching, for the purpose of this paper teaching is best regarded as an "emerging profession" (Kelly, 1985). The professional evolution of teaching should affect the teacher socialization process by creating more rigorous gatekeeping procedures, undergraduate programs which focus on learning subject matter and the

study of teacher pedagogy at the graduate level. Amidst these reforms prospective teachers might make career plans for teaching earlier in school in order to pass more rigorous selection criteria and to plan financially for an undergraduate and graduate education. At the same time, other individuals may decide not to enter teaching at all.

Significance of Study

The research literature on the recruitment phase of teacher socialization is minimal. That which is available mostly relies on techniques eliciting recall from veteran and preservice teachers about the detail and meaning of past experiences. While this information is valuable to the investigation of teacher socialization, it is uncertain how this information has been influenced by individuals' experiences during formal teacher training and teaching in the schools. If meanings are developed through an interpretive process, and subject to revision or reinforcement as individuals pass from one social interaction to the next, interviewing prospective teachers before they enter college teacher preparation programs is one way to obtain their perspectives on the teacher role before they are influenced by the experiences of teacher training and actual teaching.

Many teacher educators are aware of the diversity which exists among first year students in their teacher training programs, and yet many teacher educators still treat prospective teachers as blank slates waiting to be imprinted with the knowledge and skills of teaching. Exploring the recruitment phase by interviewing prospective teachers would provide evidence as to whether students enter teacher training programs with many preconceived ideas about the teacher role and whether these ideas affect both their participation in teacher training and their eventual conduct as teachers.

In response to the recent moves to reform teacher training (The Carnegie Forum, 1986; The Holmes Group, 1986), it is important for teacher educators interested in effecting change to get detailed information about prospective teachers' perspectives on their future career. Knowledge of the spectrum of perspectives incoming students bring to teacher training programs would make teacher educators aware of student differences

by painting a more complete picture of the students in their programs. Recognition of the perspectives individuals hold at the recruitment level will lead first to confronting and dealing with prospective teachers as they really are, not as teacher educators imagine them.

Purpose of Study

The purpose of this study is to investigate the perspectives prospective teachers have about the physical education teacher role prior to entering a formal teacher training program. Becker, Geer and Hughes (1968, p. 30) describe "perspective" in Making the Grade: The Academic Side of College Life as "what students do and think" about student life on a college campus. Perspectives in the proposed study will refer to what prospective teachers "do and think" about teaching physical education, specifically the ideas and thoughts prospective teachers have about the physical education teacher role and the ways they perceive themselves acting as a teacher in specific situations.

We know that individuals come to teacher training programs after 13 years of observing and interacting with teachers in schools and that they already have ideas about what physical education teachers do and what their responsibilities are during the school day (Dewar, 1983; Lortie, 1975; Templin, Woodford & Mulling, 1982). We do not know the detail of these ideas. In order to develop a complete picture of prospective physical education teachers, the following question guides this investigation: What perspectives (thoughts and actions) do high school students interested in teaching physical education have about the physical education teacher role in the schools?

CHAPTER II

REVIEW OF SELECTED LITERATURE

Throughout each phase of teacher socialization individuals encounter a wide variety of situations. They act toward these situations based on the meanings they have for them. Situations, which are interpreted differently from one individual to the next, are set within a context of people, groups, organizations, social classes, institutions and other social units including society as a whole (Hewitt, 1988). In order to fully understand the teacher socialization process, then, one must understand the ways individuals interact within the context of society.

The Influence of Social Units on Teacher Socialization

Social units of society such as social groups and institutions have a bearing on the meanings individuals develop about teaching as a career. Social groups may be formed on the basis of gender, race, ethnicity, class, religion, sexual orientation and age. Institutions include schools, businesses and other large organizations of people carrying out a common enterprise. Individuals occupy membership in more than one social group and participate in more than one organization or institution at a time. For instance, prospective teachers attending a predominantly white, middle class, public high school which is 55% female and 45% male automatically have membership in the three social groups of race, class and gender. These prospective teachers may participate in various organizations within the school such as band, athletics or honors club, and they may participate in other institutions such as a church, synagogue or hospital.

Each social group and organization within the school presents particular collective beliefs and actions about teaching to prospective teachers and, in turn, prospective teachers interpret and formulate meaning for them. Many social groups or organizations outside of school have collective notions about teaching which affect the meanings individuals construct about teaching. Each collective and individual belief and each

action toward teaching affects prospective teachers' meanings about teaching and may eventually persuade them to pursue teaching as a career.

There is evidence that gender, class and race/ethnicity help shape the prospective teacher pool which now exists. Gender may have the strongest influence on individuals' perceptions about teaching. Before the industrialization of this country teaching was dominated by men. Towards the end of the 19th century other career options which provided more money and higher social status were created for men, leaving women to occupy the majority of teaching positions (Feiman-Nemser & Floden, 1986; Joseph & Green, 1986; Lortie, 1975). Presently over 65% of the teachers in the United States are women (Lanier & Little, 1986). Despite the recent increase in alternative career opportunities for women, teaching still remains a major career option for women.

A teaching career for men carries less social status and economic reward than other careers. Although men typically make more money as teachers than women, teaching carries less social status for men than it does for women, and for neither gender is teaching a high status career relative to professions such as medicine or law. Men, traditionally thought of as the major money maker of the household, may believe they are making great sacrifices by pursuing a career in teaching. Women, generally thought of as the family needs provider, may consider teaching a convenient career. Career expectations and options for women, however, are inferior to those available to men. Gender issues continue to reinforce unequal distribution of opportunities for women within the education profession (Lacey, 1985).

Teaching is perceived by Lortie (1975) to be a middle class occupation. His findings indicate that men and women from the working class regard teaching as a viable way to move up the social class ladder into the middle class. Lanier and Little (1986) reported that teaching is a low-middle to working class occupation. Lanier and Little's (1986) assertion about the socioeconomic status of teaching may represent a shift in society's belief about the classification of teaching. It also may reflect the sampled teacher

population used to build these arguments. In any case, social class influences prospective teachers and affects the teacher socialization process.

Prospective teachers, who belong to a particular social class themselves, interact with teachers of diverse social class backgrounds throughout their 12 or more years of schooling, and they experience the differences of attitudes, values, and beliefs these teachers have about teaching. The different values individuals experience from a diverse group of teachers may attract them toward or repel them from a career in teaching.

Race is another important issue affecting the present teaching force. People of color are poorly represented in teaching (Lanier and Little, 1986). The percentage of black teachers is very low compared to the percentage of black students enrolled in school. According to Baratz (1986) the shortage of black people in teaching may be due to the decline in college attendance among black high school graduates after 1976. Lowered college attendance is related to poor curricular choices available to blacks as well as to lower SAT scores (which may reflect the quality of education blacks receive). Improvements in alternative career options may be another reason for a decline in the teacher pool among black high school students. Baratz' study showed that academically superior black seniors in high school chose areas of business, medicine, engineering, computer science, social sciences and communications over careers in education.

Understanding the ways memberships in social groups and institutions shape the meanings individuals formulate about teaching reveals the complexity of social interactions. An individual's gender, social class, race, ethnicity, age and religion as well as membership in institutions affect the meaning making process. The prospective teacher who is an inner city black male will have different perspectives about teaching than the white female prospective teacher living in suburbia. Also, the prospective physical educator who is a male football player may hold different beliefs about teaching physical education than his female counterpart who excels in dance.

Attractors and Facilitators

The meanings individuals hold for people, experiences and ideas about teaching serve both to attract and to facilitate them into a teaching career. Attractors are those perceptions about the work of teaching which draw prospective teachers toward thinking about teaching as a career. Facilitators are those significant people and experiences which engage individuals in seriously considering a career in teaching. Both attractors and facilitators are derived from social groups, organizations and institutions, i.e., the whole social context surrounding prospective teachers. The particular array of attractors and facilitators for any individual will depend on the peculiar mix of people and social settings which that person encounters.

Attractors

Lortie (1975) enumerates five themes which attract people to teaching: (a) interpersonal, (b) service, (c) continuation, (d) time compatibility and (e) material benefits. The interpersonal theme refers to an individual's desire to work with young people or children. This is one of the leading attractors among prospective physical education teachers as well (Dewar, 1983; Pooley, 1972; and Templin, 1979). Many teachers express a need to contribute an important service (service theme) to society through the education of youth. Individuals who find the school a comfortable place as students may wish to build a niche within the educational system. For these individuals, pursuing a career in teaching is the logical next step marking the continuation theme. Time compatibility attracts teachers because academic schedules with numerous holidays and long summer vacations provide teachers with time to pursue other interests or jobs. Material benefits such as money, prestige, and security attract some people to teaching. Since not much is known about the ways prospective teachers define material benefits, Lortie recommends that future researchers investigate the influence of perceived material benefits before individuals make the decision to teach rather than once they are already teachers. Lortie's recommendation reinforces the need

for studies which query individuals before they enter formal teacher training programs in order to obtain accurate information about what attracts them to teaching.

A sixth attractor specific to physical educators and a variation of Lortie's continuation theme is the ongoing personal association with sports and physical activity. Many prospective teachers in physical education have extensive backgrounds in sports and physical activity prior to teacher training (Dewar, 1983; Pooley, 1972; and Templin, 1979). A seventh attractor for prospective physical educators which relates to continuing one's association with sport is the interest in coaching sports (Lawson, 1983). The ongoing association with coaches while playing on sports teams and the numerous models of teacher/coaches in schools help guide an individual's decision to teach and coach.

Facilitators

Significant people such as family members, peers, school personnel (e.g., physical education teachers, coaches, classroom teachers, principals) and others identified by prospective teachers (Pooley, 1972) influence decisions to enter teaching and the ways prospective teachers perceive teaching. Steen (1985) reported that college students majoring in physical education perceive their mothers, fathers, older brothers, school personnel and coaches to be influential in recruiting them into physical education teacher education programs.

Individuals' own experiences also influence their perspectives about teaching and their decisions to pursue a teaching career (Dewar, 1983; Lortie, 1975; Pooley, 1972; Steen, 1985). Pooley (1972), for example, elaborated on the types of experiences prospective teachers encounter by describing primary and secondary teacher role enactments. Primary role enactments are behaviors which directly relate to the role of teaching physical education. A young child teaching a peer how to perform a cartwheel is one example of a primary role enactment. Secondary teacher role enactments are those

behaviors which indirectly relate to teaching physical education such as participating on athletic teams or reading fitness magazines.

Primary role enactments enable youngsters to engage in roletaking and rolemaking and include activities such as officiating, leading others (inside and outside of sport) and teaching sports. These activities may occur at any point in an individual's life prior to or concurrent with formal professional socialization. Most youngsters informally engage in officiating from time to time, as in neighborhood ball games where those who participate also enforce the rules of the game. Through officiating--which occurs in such informal games as well as in physical education classes and athletic events--prospective teachers interpret meaning for fair and foul play in game situations and learn ways to enforce game rules.

Youngsters also experience being leaders, something physical education teachers experience every day in class. The individual acting as captain of a sports team is acting in a leadership role. Other examples include students holding executive positions in youth clubs, working informally with younger children in sport settings, babysitting or spontaneous leadership roles within informal peer groups. These leadership roles require individuals to make decisions which affect others, to organize others and to encourage others to attain group and personal goals.

Teaching is the most important primary role enactment described by Pooley (1972). Many youngsters engage in informal teaching activities. For example, older siblings may teach younger ones how to play games or perform sports skills such as throwing a ball or swinging a bat. Youngsters also engage in peer teaching in the same way. Friends teach friends how to make willow whistles, braid lanyards and do wheelies on a bike. These teaching episodes may occur as one-on-one or small group interactions. Children or adolescents may pattern their teaching techniques after people who have demonstrated a behavior which helped them learn, or they may devise their own teaching techniques to help others learn.

Officiating, leading and teaching are skills physical educators need to conduct classes; all children have some experience (successful or unsuccessful) with these skills while growing up. The meanings prospective physical education teachers construct for officiating, leading and teaching and the ways they choose to act out these skills influence their perspectives about teaching. Knowing how prospective teachers' meanings contribute to their perspectives about teaching will help teacher educators better understand the individuals they are preparing to teach.

Secondary role enactments also embrace the processes of roletaking and rolemaking and include participating in sports, watching live sporting events, viewing or listening to sports on the television or radio, reading about sports and discussing sports with others. For instance, a youngster watching a basketball game is roletaking and rolemaking when she tries to predict the defensive strategies a coach tells players during a timeout with five seconds remaining in the game.

Those primary and secondary role enactments which are related to sport and indirectly related to physical education are only two aspects of a whole social context surrounding prospective physical educators during the recruitment phase. The events prospective teachers experience outside of sport also have potential to impact their ideas and actions about teaching. Schempp (1987) recognized this point when he found that student teachers in his study identified mentors other than physical education teachers (i.e., classroom teachers) as influencing their teaching style.

Recruitment into Physical Education

The recruitment of individuals into teaching physical education depends on many variables, such as social settings, social group memberships, interpersonal influences and teacher-related experiences. The decision to enter teaching and the timing of this decision are different for each individual (Dewar, 1983). The high visibility of teaching as a career option and easy entrance requirements make it possible for prospective teachers to decide on teaching as early as elementary school or as late as the

post college years. Regardless of when a deliberate career decision is made, active participation in the teacher socialization process begins during the early years of one's life.

Lawson (1983) argued that prospective physical educators (whether or not they actually become teachers) develop perspectives about teaching long before enrolling in a teacher training program. The perspectives they develop include thoughts about the requirements, skills and abilities necessary for acceptance and performance in teacher education programs as well as thoughts about their performances as teachers. These notions are referred to as one's "subjective warrant" (Lortie, 1975). Individuals use their subjective warrant to assess their own "competencies, aspirations and characteristics about teaching" (Dewar, 1983, p. 5; Dewar & Lawson, 1985) as they engage in roletaking/rolemaking.

Social Strategies

Efforts have been made to describe social strategies by which individuals interpret (roletaking) and choose action (rolemaking) for the situations they encounter during professional training (Becker, Geer, Hughes & Strauss, 1961; Lacey, 1977; Marrs & Templin, 1983; Zeichner & Tabachnick, 1984). One assumption underlying the use of social strategies is that individuals create and recreate their worlds through the actions they take rather than reacting thoughtlessly to their environment (Meltzer, Petras & Reynolds, 1975). Although the construct of social strategies has been employed primarily on the preservice phase of teacher socialization, it also may be used to examine how high school students formulate perspectives about the physical education teacher role.

Becker et al. (1961) described medical students as reacting toward the educational situations in which they were learning to be doctors. As these individuals moved from one professor or class to another, they changed their behavior to fit the specific context. Becker et al. referred to this as "situational adjustment". This social strategy presents

the image that individuals simply respond to institutional constraints and expectations. It limits the autonomy and power individuals have in determining their own course of action. Applying Becker's ideas to teachers in preparation, Graber (1988) found studentship behaviors to occur during the preservice phase of teacher socialization, thus indicating that prospective teachers take some charge of their lives during their participation in teacher training programs.

Lacey (1977) also built upon Becker et al.'s (1961) ideas in his study of student teachers by conceptualizing three other social strategies through which students constructed their own perspectives on teaching: (a) internalized adjustment, (b) strategic compliance, and (c) strategic redefinition. Lacey's social strategies have been used to describe the actions of other students engaged in formal teacher training (Lacey, 1985; Marrs & Templin, 1983; Zeichner & Tabachnick, 1983, 1984).

Students who adjusted internally complied to the rules and expected behaviors of a situation and actually believed those rules and behaviors were most appropriate. Students who complied strategically went along with the collective definition of a situation, behaving as others would expect, but privately they maintained a different perspective. Students who tried to redefine a situation attempted to employ their own ideas and actions when they found their setting to be contrary to their personal interests and beliefs (Lacey, 1985).

Zeichner and Tabachnick's (1978, 1983, 1984) research on beginning teachers supported the argument that teacher socialization is a two-way process between the individual and the school. They found that the student teachers in their studies used all three of Lacey's social strategies to accommodate the pressures of heterogeneous subcultures in the schools and that each student utilized one social strategy more than others.

Zeichner and Tabachnick (1983) found it necessary to elaborate Lacey's (1977) conceptual framework in two ways. First, they added a contextual element taking into

account all of the similarities and dissimilarities among the institutional contexts each individual experienced during student teaching. For example, two cases of internalized adjustment turned out to be very different from one another: one teacher adjusted to a school which was very similar to the one in which she student taught, while another teacher adapted to a school which was dissimilar to her student teaching site. Zeichner and Tabachnick (1983) supported the premises that teachers' experiences are embedded in a greater context, particularly the school context, and that teachers' actions are determined by their interpretations of the situations they encounter at school.

Second, these researchers expanded the meaning of strategic redefinition to include both successful and unsuccessful attempts to change a situation. They contended that each successive attempt may lead the individual to select different actions in particular situations. Elaborating the definition of strategic redefinition gives a picture of individuals experiencing more autonomy in interacting with and shaping their worlds (Zeichner & Tabachnick, 1983).

Marrs and Templin (1983) discovered two other social strategies used by student teachers during practice teaching in physical education. Selective modeling and self-legitimation both reinforce the conception of teacher socialization as an interactive process. Student teachers consciously modeled specific traits or behaviors of cooperating teachers without trying to totally emulate any one teacher. Student teachers also evaluated their own teaching performance and that of their cooperating teachers based on the meanings they had developed about teaching (roletaking & rolemaking).

Prospective, beginning and experienced teachers all actively work to shape their worlds whether those worlds most immediately include experiences occurring before formal teacher training, during a teacher training program, or in their own classrooms. All teachers use social strategies as a means of selecting courses of action for the wide array of teaching situations they encounter. Research focusing on the social strategies used by prospective teachers in high school will provide a more comprehensive picture

of how these students think and act when presented with teaching-related situations. In this study, interviews and role plays were conducted with prospective teachers who are high school students as a means to help them express their conceptions of teaching and teachers' roles and to anticipate the social strategies they would use in various teacher-related situations.

Students' Perspectives on Teaching

Weinstein's (1982) review categorized research on students' perspectives by labelling seven domains students may pay attention to and interpret meaning for while attending school: (a) the teacher and teacher behavior, (b) peers and peer behavior, (c) other school personnel, (d) the self in school, (e) the causation of behavior in school, (f) the classroom and (g) the school as a whole. She held that the increasing interest in research in this area stems from dissatisfaction with the explanatory power of the process-product research design with regard to teacher effectiveness, and from the growing consciousness that students influence school life as much as teachers and other school personnel do (Weinstein, 1982).

Child development can be viewed as a broad umbrella under which lie the beginnings of teacher socialization as a developmental and interactive process. Findings from child development literature point out that young children under age four are concerned with observable external features of persons and learn to recognize individuals' physical characteristics at an early age (Livesley & Bromley, 1973). After age four, children can differentiate between parental roles and between adult and children roles. Children are able to distinguish adult roles such as teacher, mailperson, police officer, mother and father by identifying characteristics of each role. For instance, children may describe a teacher in a classroom as telling children what to do; she may write on the chalkboard, teach children how to read and permit them to go outside for recess.

Between the ages 6 and 11, children are able to differentiate between social classes and sex roles. It is between ages seven and eight that children rapidly develop a trait

vocabulary enabling them to shift from obvious characteristics to more abstract descriptions and judgments of others' behaviors (Livesley & Bromley, 1973). At seven and eight years old, children begin to make judgments and construct meanings for teachers as individuals as well as for the teacher role in general. For example, a child might explain that all teachers give homework, correct papers and place grades on student efforts. At an individual level, children may describe why they like one teacher more than another. As children's perspectives about teachers grow in depth, their meanings for teachers and teaching become more complex. Eventually these meanings influence their decision to pursue teaching as a career.

Developmentally, children pass through stages of roletaking, learning to recognize the perspectives of other individuals and eventually recognizing the perspectives of a collective group or "generalized other," such as members of a school or classroom. Youngsters use the perspectives of others to help construct their own self-image (Leahy, 1985). Prospective teachers construct their own self-image as teacher by taking on the perspectives of others in teacher-related activities.

Davidson and Lang (1960) found that children's perceptions of teachers' feelings and thoughts toward them strongly related to their self perception. Those children who possessed a positive self image perceived teachers' feelings toward them as favorable. The more positive children's perceptions of their teachers' feelings, moreover, the higher their academic achievement and the better their classroom behavior. By investigating student perceptions of teachers, these authors suggested ways children take on perspectives they believe teachers hold about them, thus illustrating the roletaking/rolemaking process.

Studies of differential treatment by teachers toward students highlight student awareness of teacher behavior (Weinstein, 1982). Weinstein reported that teachers treated students differently according to teacher perceptions of high and low achievers. To learn about their own academic standing, students commented that they focused on

teacher feedback. Interviews with these children also revealed that students interpret teacher behavior with greater detail than researchers had previously believed.

Data from child development research focusing on students' perceptions of the realities of schooling reinforced the argument that youngsters are active participants in school life. This research also supported the idea that individuals' construction of self is built upon the perspectives of others as well as the awareness that others differ from self. Children begin the process of roletaking/rolemaking at a very early age and begin formulating perspectives about teaching which eventually influence their decision to pursue teaching as a career.

High School Students Interested in Becoming Physical Educators

Much of the research on prospective teachers has focused on the preservice phase (Bain & Wendt, 1983; Fuller, 1969; Joseph & Green, 1986; Marrs & Templin 1983, Reighart, 1984; Schempp, 1987; Steen, 1985; Templin, 1979) One researcher (Dewar, 1983), however, studied prospective physical education teachers during their high school years.

Dewar identified 40 high school students who were intending to pursue a career in physical education, were attracted to physical education or were high achievers in sport and physical activity but decided not to pursue a career in physical education. An extensive written questionnaire about recruitment into physical education was given to these students. This questionnaire solicited general information about their backgrounds, their schools, the nature of their sport involvements, their attraction to the physical education profession, and their decisions to enter the physical education profession.

As other researchers have indicated (Pooley, 1972; Steen, 1985; Templin, 1979), Dewar's participants had some form of primary involvement in sport or physical activity inside and outside of school. In addition, 67% of all participants were involved in coaching and teaching sports, while 22% had officiating experiences. Along with

individual involvement in sport, Dewar noted that participants' families had participated in sport and physical activity. She also reported that students ranked themselves in terms of skills in the top 5-15 % of their physical education classes. Dewar's secondary students most frequently cited their love of sports and the enjoyment of working with and teaching children as their strongest attractors toward a teaching career, thus corroborating the findings of Lortie (1975), Pooley (1972) and Templin (1979).

Dewar named significant others as the most influential facilitator. Her participants named fathers (11%), siblings (11%), physical education teachers (11%), coaches (4%), mothers (4%) and peers (4%) as those significant others who influenced their decisions to become physical educators. Dewar's findings supported previous literature (Pooley, 1972; Templin, 1979) and reinforced Steen's (1985) findings that prospective teachers most often cite parents and older brothers as influential in career decisions.

Looking at student perceptions about the nature of work in physical education, Dewar (1983) found that participants perceived the role of coach and physical education teacher to be similar, with the only difference noted being knowledge of subject matter and skill. Teachers were perceived as needing the basic knowledge of a variety of sports and the ability to perform adequately in each. On the other hand, coaches needed only to have specific knowledge and skill in the sport(s) they coached. Nevertheless, most students (89%) preferred to find a job which combined teaching and coaching.

Attractors and facilitators are significant contributing factors to one's subjective warrant. The strongest subjective warrant cited in Dewar's (1983) study is toward a career in physical education characterized as teaching and coaching. Just as important are the identification of less frequently mentioned subjective warrants for careers in physical education which may lead to other careers, such as coaching, sports medicine, and programming physical activities for communities. Dewar concludes that these other

subjective warrants support the notion that although socialization processes work to empower the most frequently identified subjective warrant, that particular selection does not evolve automatically. The presence of other subjective warrants supports contentions about active individual participation in forming perspectives about teaching.

Chapter Summary

As prospective teachers encounter powerful attractors and facilitators, they engage in social strategies as ways to interact with others. Social strategies are means whereby people who are considering teaching careers select their own course of action for situations, and include internalized adjustment, strategic compliance, strategic redefinition, selective modeling, studentship behaviors and self-legitimation. Researchers can use the wide range of social strategies already identified as being employed by potential teachers to articulate how individuals choose action during each phase of the teacher socialization continuum.

Some child development literature specifically addresses children's perceptions about teaching and schooling, lending support to the argument that individuals are active players in the teacher socialization process and begin to develop perceptions early about what teachers do. Youngsters are perceptive and knowledgeable about teachers in far more sophisticated ways than researchers have previously realized.

Dewar (1983) opened a new door for research about the recruitment phase of teacher socialization by interviewing high school students prior to formal teacher training. Her study confirmed assumptions that students' meanings for teaching influence their decisions to pursue teaching as a career. In addition, her findings clearly show that the recruitment phase of teacher socialization involves an interactive process between the individual and the social world.

The research literature on the recruitment and preservice phases of teacher socialization describes characteristics commonly shared by prospective physical education teachers, such as sports background, significant individuals, related teaching

experiences, and strategies to deal with teacher-related situations. Missing from literature about the recruitment phase of teacher socialization are data detailing prospective teachers' perspectives about teacher responsibilities and teacher concerns, along with their ideas about how they would respond as teachers to typical situations occurring in school.

The purpose of this study was to investigate prospective teachers' perspectives on teaching physical education and contribute detailed accounts of these perspectives to the growing body of research literature on the recruitment phase of teacher socialization. The next chapter will review the methodology used to investigate these perspectives.

CHAPTER III

METHODOLOGY

"What perspectives do high school students who are interested in becoming physical educators have about teaching physical education in the schools?" was the primary question addressed in this investigation. Semi-structured, open ended interviews were used to collect data from prospective teachers. The participants' perspectives about teaching physical education were extracted through data analysis. Views that were common across participant were grouped together and presented as categories.

Assumptions

The following are several assumptions the researcher held about the recruitment phase of teacher socialization. These assumptions were recorded before the study began and were reviewed periodically thereafter to keep the researcher aware of her own biases (Lincoln and Guba, 1985).

1. All students, whether or not they become physical education teachers, develop perspectives about the physical education teacher role simply by being in compulsory physical education classes during their schooling.
2. Regardless of when the conscious decision to become a teacher is made, individuals are likely to have particular points in their school careers when they are especially attentive to the teacher role or to a specific individual in that teacher role.
3. Socializing forces in and out of school influence the perspectives which all individuals develop about the teacher role.
4. Many prospective physical education teachers are attracted to and/or participate in sports.
5. An individual's perspectives about the teacher role--regardless of when they are developed or what they are--will affect how a prospective physical education teacher behaves during a college teacher training program and eventually as teacher.

Selection of Participants

The 10 participants in this study were high school students, seven seniors, two juniors and one sophomore interested in becoming physical education teachers. All 10 participants were white. The researcher tried to recruit participants who were of color and who were culturally diverse, but none were found within a reasonable geographic area. The participants were from three high schools which differed in population size, social class, and ethnicity and racial mixture of students. Two schools were regional secondary schools (grades 7-12) located in rural settings. The third secondary school (grades 9-12) was situated in a small urban area.

Physical education teachers, coaches and school guidance counselors identified those juniors and seniors who had expressed (in writing or verbally) the desire or decision to teach physical education. Once students were identified, the researcher approached them individually and invited them to participate in the investigation and fill out an eligibility questionnaire for the study (see Appendix A). The determination of a desire or a decision to teach physical education was based on how students articulated career intent through "I" statements on a brief questionnaire, such as "I think I would like to be a physical education teacher," "I think I will major in physical education," or "I am going to 'Z' College to major in physical education and become a physical education teacher and/or coach."

Students who indicated a career intent to teach physical education on the eligibility questionnaire were placed in a pool of potential participants. Ten potential participants were invited to an information session about the study.

Information Session

Information sessions were conducted during the school day or immediately after school, depending on the prospective participants' schedules. During each 40-minute information session with students, the researcher stated the purpose of the study, provided a brief outline of each interview session, discussed when and where interviews

would be scheduled and explained what participant commitment to the project would entail. Time was also spent answering students' questions and recording their names, homeroom numbers, phone numbers, and academic schedules. Those eligible students who stated an interest in participating in the study after the information session was conducted were asked to co-sign an informed consent document with their parents/guardians (see Appendix B). The researcher gave students her office phone number and encouraged students to have their parents/guardians call if they required clarification about the interview study. After these informed consent documents were collected, interviews were scheduled during the participants' free periods and study halls.

Entering the Schools

Letters were sent to the superintendent of each school district, outlining the study and requesting permission to enter the schools in that district. This letter was followed by a telephone call to each superintendent and, if necessary, a visit to answer any questions. Once permission to enter the schools was granted by the superintendent, a letter outlining the study was sent to the principals of selected high schools. If requested, the researcher met with the principals to explain the study in detail and answer any of their questions and concerns. With the principals' permission, the researcher made appointments with physical educators, athletic coaches and guidance counselors at selected high schools to explain the study and to ask their help in identifying potential participants.

Participant Anonymity

Efforts were made to protect the anonymity of each participant in this study. All interviews were audiotaped, and each audiotape was secured in a safe place. Pseudonyms replaced all proper names on the participants' transcripts. Descriptions of all contexts such as the school and community were altered in ways that preserved their characteristics while at the same time shielded their locations. Pseudonyms along with

disguised descriptions of contexts are used in this document and will be used in all future publications and presentations.

Data Collection Techniques

Each participant engaged in four tape recorded sessions. The initial session was designed to help the interviewer and participant move from feelings of apprehension to feelings of comfort with each other and with the structure of the interview sessions (Spradley, 1979). Session One was a semi-structured interview focusing on the participants' interests in physical activity, reasons for wanting to become a physical education teacher, and their families' interest in physical activity (see Appendix C).

During Session Two, the participants engaged in a role play which enabled them to assume a physical education teacher role (see Appendix D). The prospective teachers were asked to imagine themselves as a physical education teacher in a school of their choice, such as an elementary, junior high, or senior high school. The interviewer played a newly hired physical education teacher in each school, and encouraged each participant to provide her (the new teacher) with as much information about teaching physical education as possible. The researcher used descriptive questions and statements during the role play, such as: "Describe for me a typical day as a physical education teacher," "What types of responsibilities do you have during the course of a school day and a school year?" and "What are your reasons for doing the things you do as a teacher?"

In a pilot study (Hutchinson, 1986), most of the participants were able to speak from their own perspective as a teacher using this role play technique. Those participants who had difficulty establishing their own perspective clearly spoke from the perspective of a real physical education teacher or coach with whom they were familiar. Both forms of response illustrated the process of roletaking and rolemaking in action. The information students provided in the pilot study ranged from simple descriptive anecdotes of what physical education teachers do to interpretations and

reasons for teachers' actions during the course of a school day. For instance, the participants described the whereabouts of locker rooms, listed activity units that were taught, discussed how to keep students interested in class, gave hints on how to handle disruptive students and estimated how many times the principal would be in the gym to observe classes.

The open-ended nature of the role play enabled the 10 participants to explore those teacher behaviors and responsibilities they believed to be representative of the physical education teacher. If the participants had difficulty describing their perspectives or if they appeared to run out of things to discuss, they were asked to comment on the following topics.

1. Teachers' relationships with students.
2. Teachers' relationships with colleagues.
3. Teachers' relationships with administrators.
4. Teachers' views on curriculum and curriculum development in physical education.
5. Teachers' attitudes and beliefs on discipline.
6. Teachers' beliefs about what physical education does for students.
7. Teacher's' attitudes and beliefs about student learning.
8. Teachers' views about coaching.
9. Teachers' beliefs about the purpose of physical education in the schools.

In Session Three, the participants again were asked to place themselves in the role of teacher and respond verbally to predetermined vignettes describing various situations which may occur during a physical education teacher's typical working life. Categories from Zeichner and Tabachnick's (1983) "Dilemmas of Teaching" (see Appendix E) were used to guide the construction of the vignettes used in this study. One or more vignettes were included under the following five categories: (a) Curriculum/Knowledge, (b) Teacher/Pupil Relationships, (c) Teacher/Coach, (d) Student Diversity and (e) The

Teacher Role. All five categories provided a useful framework for data analysis, helping the researcher interpret prospective teachers' perspectives about teaching.

Finally, Session Four was a time for the interviewer to ask each participant to clarify the meanings of statements he/she made in the previous three interviews and to corroborate patterns already noticed by the researcher during preliminary data analysis. This session also provided closure to the project for both the participant and interviewer.

Recording Data

To collect the enormous amounts of information anticipated from the four sessions with each participant, every interview session was audiotaped. In addition, brief notes were taken periodically during each interview to help the researcher recall important points made by the participants. The researcher also kept a journal to record her expectations for and reactions to each session.

The interview transcripts were the primary data source used in the analysis. By using the participants' actual words in the data analysis, the researcher guarded against the accidental substitution of words and the misrepresentation of the participants' meanings. In addition, it was easier for this researcher to identify the participants' perspectives by visually reading the transcripts than by listening to audiotapes only.

Data Analysis

Organizing Data

The researcher checked each participant's transcripts against the audiotapes and made sure they were transcribed verbatim. All names and places were checked to make sure they had been replaced with pseudonyms. Four copies of each transcript were made. Two copies were kept on computer floppy disks and two were printed copies. One printed copy was secured in a safe place, while the other was used throughout the data analysis as a working copy (Lincoln and Guba, 1985).

Session One: Getting To Know You

The semi-structured interview guide used for Session One automatically organized data into four categories: (a) participants' involvement in sport and physical activity, (b) their family's participation in sport and physical activity, (c) their decision to become physical education teachers and (d) their desire to coach sport teams. The information gathered under each category provides readers with background information about each prospective teacher in this study.

Session Two: Role Play

Inductive analysis and researcher-constructed categories (Patton, 1980) were used to analyze each participant's role play. Through inductive analysis, the participants' own words were used to index their perspectives (Whyte, 1984), thus creating individual categories about the physical education teacher role. Forming categories required a thorough reading of the transcripts and a careful selection of the participants' words. The categories were grouped together by similar characteristics of teaching physical education. Similarities among categories for each participant became more clear with each successive interview.

When the participants had difficulty articulating their thoughts about teaching during the role play, the researcher asked them a series of questions related to events and relationships common to teaching physical education. Questions about predetermined topics connote researcher-constructed categories, and the interview data were automatically organized using these categories. These researcher-constructed categories were separated from those categories determined by the responses of each participant in the data analysis.

Session Three: Vignettes

The vignettes focused the participant on five particular aspects of a physical education teacher's working life: curriculum/knowledge, teacher-pupil relationships, student diversity, the teacher role and the teacher/coach role. These five aspects

provided five categories in which to organize and analyze the data collected from the vignettes.

Session Four: "Checking In" with Participants

Session Four was designed to give the researcher an opportunity to ask each participant for clarification about the perspectives they described in each of the three interviews. It also was an opportunity for the researcher to learn whether or not her interpretations and preliminary reconstructions of the interview data were considered accurate by each participant. The information gathered from this session was used to supplement each participant's interview material and enhance the analysis process.

Trustworthiness of Research Data

The trustworthiness of qualitative research is typically determined by assessing a study's credibility, transferability, dependability and confirmability (Lincoln and Guba, 1985). In the following paragraphs, each of these concepts is operationalized and related directly to this study.

Credibility

According to Lincoln and Guba (1985) credibility is achieved in qualitative research when the researcher provides sufficient evidence that she has represented the multiple realities of participants adequately. Credibility is based on two processes: the research project being conducted in an appropriate way and the reconstruction of findings being approved by each participant (Lincoln and Guba, 1985). Several strategies for achieving credibility have been suggested: prolonged engagement, peer debriefings, negative cases and member checks (Lincoln and Guba, 1985).

Prolonged Engagement. Spending an adequate amount of time gathering interview material from participants in order to learn something about them is referred to as prolonged engagement. The initial information session(s), four interviews (each about 45 minutes in length), and member checking procedures during the data collection constituted sufficient time to spend with participants to elicit their perspectives about

teaching physical education. Each successive session/interview enabled the researcher to improve rapport with the participants, and thus, to facilitate achievement of the purpose of this investigation. A degree of trust between the participants and the investigator was particularly important in conducting member checks.

Peer Debriefings. The researcher's dissertation chairperson met regularly with her for peer debriefing sessions. The purpose of these sessions were three-fold: to probe the meanings of the researcher's biases and interpretations of the interview material, to provide opportunity for the researcher to develop and refine the next steps in the research project, and to enable the researcher to process any emotions and feelings which arose during the investigation (Earls, 1986; Lincoln and Guba, 1985).

Negative Case Analysis. During the data analysis when categories were determined and their properties were developed for each participant's interview material, the researcher conducted negative case analysis. In other words, the researcher reviewed all of the interview material looking for incidents which did not fit any of the categories. The purpose of negative case analysis was to clearly refine the properties which describe categories until the category or category system has a place for all known cases without exception. This process was used to analyze individual transcripts as well as to analyze the commonalities which were found among participants (Lincoln and Guba, 1985).

Member Checks. Lincoln and Guba (1985) described member checks as the most important technique for establishing credibility in qualitative research. During each interview session the researcher had an opportunity to ask participants to clarify and elaborate on their perspectives on teaching. The fourth interview was designed specifically to serve as a member check session during which the researcher could verify information and obtain participant reactions to interpretations based on the first three interviews. As a means to insure accurate reconstruction of participants' perspectives, the participants' own words were used to report all data.

Transferability

Transferability depends on the judgments of readers as to the applicability of findings from this study to other settings. The perspectives held by the participants in this investigation may not generalize to all prospective physical educators, particularly those whose school experiences diverged sharply from those represented here. To establish transferability in this study, careful descriptions of the prospective teachers' background and present context are provided.

Consistency and Confirmability

Research consistency was attained by using similar strategies for conducting each interview that were congruent over time. Confirmability is necessary for study replication and is acquired through the explicit description of the research study process. Confirmability for this study was established by clearly and thoroughly stating the purpose of the study, the strategies for data collection and the processes for data analysis.

Chapter Summary

In this chapter the purpose of the study and the assumptions the researcher holds about the recruitment phase of teacher socialization were described, followed by the methods for selecting participants and conducting the four interviews: "getting to know you," role play, vignettes, and "checking in." Next, the data analysis techniques were described and the trustworthiness of the study was reviewed.

The findings of this study have been divided into the following three chapters. In Chapter IV biographical topics for each participant will be discussed. These topics will include information about the participants' families and school communities, the participants' experiences in school as students, and their involvements in organized sports as athletes. The participants' reasons for choosing a career in physical education are addressed in Chapter V. The people and experiences which helped attract these

prospective teachers into teaching and coaching also will be discussed. The participants' perspectives on teaching and coaching will be presented in Chapter VI.

CHAPTER IV

THE PROSPECTIVE TEACHERS: BIOGRAPHICAL INFORMATION

The participants' accounts of their own experiences and their interpretations of these experiences as they relate to teaching physical education enhance our understanding of how these participants perceive the physical education teacher role. They also improve our understanding of why they have chosen to pursue physical education as a career. In this chapter the following biographical aspects of the participants are discussed: the participants' descriptions of their families and school communities, their involvements in school and sports and their experiences in physical education.

Prospective Teachers: Who Are They?

The 10 participants in this study were high school students interested in becoming physical education teachers: seven seniors, two juniors and one sophomore. Originally, it was planned that only juniors and seniors would be invited to participate in this study. This was based on an assumption that only juniors and seniors, nearing the end of their high school years, would have formally developed career plans, such as what colleges they would apply to, what major they want to pursue and what type of job they wish to have upon graduation. The sophomore included in the study was recommended by her teachers because she had made known her desire to become a physical education teacher.

The participants were white and attended three different high schools located in western Massachusetts. Ryan (senior), Scott (junior) and Judy (sophomore) attended a predominantly white regional secondary school (grades 7-12) situated in a rural setting. Spencer, Charlene, Lynne, Jim (seniors) and Andrea (junior) also attended a predominantly white rural regional secondary school, grades 7-12. Liz and Bonnie were seniors who attended an urban high school (grades 9-12) with a large Hispanic population.

Family Background

Most of the participants in this study mirrored Lanier and Little's (1986) findings that teachers tend to come from lower middle class to working class families. The participants' parents/guardians held jobs that did not require college degrees (Table 1) such as machine operator, meter reader, boiler room worker, nurses aide, photographer and elementary school bus driver. Several parents held positions that did require college degrees, such as corrections counselor, elementary school teacher, guidance counselor and vice president of a local paper mill.

Prospective teachers who originate in the working class may view teaching as a way to move up the social ladder and improve their living conditions (Lortie, 1975). Those prospective teachers whose roots lie with the lower middle class may regard teaching as a respectable occupation with which to maintain their lifestyles.

The working to lower middle class status of teaching is culturally embedded in this country and perpetuated by schools and teachers who serve as cultural technicians (Apple, 1985). Schools continue to reinforce working and lower middle class values making it difficult for members of the school community (i.e., teachers, students and administrators) to break away from traditional ideas about education and, in this case, traditional thoughts about teaching physical education.

Parents'/Guardians' Education

Sixteen of the 20 parents/guardians in this study graduated from high school. Most of those who graduated were men. Most of the parents/guardians began working full-time upon high school graduation or when they quit school. One father went on to trade school after graduating from high school which helped him take over a family oil company. Only four parents (two mothers and two fathers) hold college degrees. Two of the four, a married couple, went on to attain their master's degrees in education (Table 1).

Siblings' Education/Occupations

The participants named 26 siblings as members of their immediate families. Including the participant, the largest family had seven children and the smallest had two. Participants' birth order among siblings varied. Lynne, Charlene and Jim were the oldest in their families. Ryan and Judy were the middle children in their families and Scott was second to the youngest in his family. Spencer, Andrea, Liz and Bonnie were all the youngest in their families' birth order.

Sixteen of the 26 siblings graduated from high school (Table 2). Eight were still attending school, and two dropped out of high school in the eleventh grade. Andrea's older brother went on to trade school after high school in order to prepare for work in the family oil company. Five of the siblings presently attended college, and another four had attained college degrees. Judy, Ryan, Andrea, Liz and Bonnie will all follow older siblings to college, while Scott, Spencer, Lynne, Charlene and Jim will be the first in their families to attend.

Those siblings who were out of school held a range of jobs, such as nurses aide, baker, film developer, auto mechanic, family business worker, owner of an auto body shop, hotel manager, aide for the emotionally disturbed, homemaker, tour bus driver, civil engineer, children's fashion designer and case manager for the elderly. Most of the positions that the siblings held were similar to positions held by their parents in that they did not require college degrees.

Family Members' Participation in Sports

When asked about family members' participation in sports the participants had more difficulty identifying parents'/guardians' past experiences in sport than they did recalling their siblings' experiences. One may speculate that parents/guardians have not shared details about their sport experiences with their children, or the participants had an easier time recollecting siblings' participation in sport because of closeness in age. Nevertheless, the information provided revealed that both their parents/guardians

Table 1. Parents'/Guardians' Education Levels and Occupations

NAME	HIGH SCHOOL DIPLOMA/ OR HIGHEST GRADE COMPLETED	POST HIGH SCHOOL DEGREE	OCCUPATION
SCOTT			
1. Father	Diploma	-----	Meter Reader
2. Mother	Grade 11	-----	Homemaker
JUDY			
1. Father	Diploma	BS, MA	Guidance Counselor
2. Mother	Diploma	BS, MA	Elem. Teacher
RYAN			
1. Father	Diploma	BS	VP of Paper Mill
2. Mother	Diploma	Associate (2 yr.) Pursuing BS	Homemaker
SPENCER			
1. Father	Diploma	-----	Boiler rm. Fireman
2. Mother	Grade 10	-----	Nurse's Aide
ANDREA			
1. Father	Diploma	Trade School	Oil Co. Owner
2. Mother	Diploma	-----	Worker in Oil Co.
LYNNE			
1. Father	Diploma	-----	Coast Guard
2. Mother	Diploma	-----	Worker in Machine Shop
CHARLENE			
1. Father	Diploma	-----	Machine Operator
2. Mother	Diploma	Associate (2 yr.)	Corrections Counselor
JIM			
1. Father	Diploma	-----	Marketing Rep.
2. Mother	Diploma	-----	School Bus Driver
LIZ			
1. Father	Diploma	-----	Photographer
2. Mother	Diploma	BS	Private Nurse
BONNIE			
1. Father	Grade 10	-----	Worker in Paper Mill
2. Mother	Grade 11	-----	Nurse's Aide

Table 2. Siblings' Education Levels and Occupations

	Sibling	Age	Level of Education	Occupation
Scott	Sister	28	High School Graduate	Nurses Aide
	Brother	25	High School Graduate	Baker
	Sister	24	High School Graduate	Film Developer
	Brother	23	High School Graduate	Auto Mechanic
	Sister	10	4th grade	Student
Judy	Brother	19	Attending College	Student
Ryan	Brother	20	Attending College	Student
	Brother	15	Attending High School	Student
Spencer	Sister	19	11th grade	Student
Andrea	Brother	23	Trade School Graduate	Family Oil Co.
	Brother	21	Attending College	Air Force/ Hotel Management
	Brother	20	11th grade	Owens Auto Body Shop
Lynne	Sister	16	11th grade	Student
	Sister	6	1st grade	Student
Charlene	Sister	12	6th grade	Student
Jim	Sister	15	10th grade	Student
	Sister	14	9th grade	Student
	Sister	12	6th grade	Student
	Sister	8	3rd grade	Student
Liz	Sister	31	High School Graduate	Homemaker
	Brother	28	Bachelor's Degree	Tour Bus Driver
	Brother	25	Bachelor's Degree	Civil Engineer
	Sister	23	Associates Degree	Fashion Designer
Bonnie	Sister	27	Bachelor's Degree	Case Manager for the Elderly
	Brother	23	Attending College	Student

and siblings were active in sport and physical activity. Almost all of the fathers participated in organized sports during high school, while 6 out of 10 mothers participated in sports.

More available sport team options may be one reason why more fathers participated in organized sport than did mothers. Mothers who participated in sports named school-based sports like cheerleading, softball, swimming, track, and field hockey as the sports in which they most often participated. Fathers also named school-based sports, but listed outside school teams like Little League in addition to those played in school.

Eighteen of 26 siblings named in this study participated in organized sport in both elementary and secondary school. The higher participation level among the participants' siblings compared to the participation level of their parents/guardians may be the result of an increase in sport alternatives for both males and females at the elementary and secondary level.

Family Support

Family members' participation in sports provided a supportive environment for prospective physical education teachers for several reasons. For instance, family members enjoyed being involved in sport and have positive memories of their past experiences. Their fondness for sport helped them to understand the participants' desire to continue in sport through teaching and coaching.

The parents'/guardians' socioeconomic status may be related to the support they gave to their children regarding career choice. Parents/guardians from lower socioeconomic backgrounds may have viewed teaching physical education as a desirable step up the socioeconomic ladder, while parents/guardians with a higher socioeconomic status may have perceived teaching as a way for their child to maintain a comfortable lifestyle. Either way, majoring in physical education may have been viewed by parents/guardians as providing their children with opportunities to attend college and to be economically successful.

The following are illustrations of parental support based on socioeconomic background. For instance, Spencer will be the first in his family to go to college. His father was a boiler room fireman and highly supported Spencer's career decision: "He is the one who told me to be a gym teacher [and a] coach. And he's the one who helped me pick a good college. He knew a couple of good teachers who went there who are teaching." One can speculate from Spencer's comments that his father recognized physical education as an opportunity for his son to attend college and step up the socio-economic ladder.

Judy's desire to teach and coach was supported by two parents who both have careers in education. Judy's career decision was a way to maintain a lower middle to middle class lifestyle to which she was accustomed.

The same was true for Ryan who was from a middle to upper middle class household. His father was vice president of a paper mill, and his mother was pursuing a college degree and teacher certification. Ryan's support came primarily from his mother who seemed to respect teaching and who perceived Ryan to be a natural teacher. According to Ryan his mother was most supportive in his decision. He remembered his mother stating that he had "a gift for helping people." Both Judy and Ryan will probably maintain their family's socioeconomic status by attaining a career in teaching. Judy's parents and Ryan's mother were supportive of their decisions to teach physical education because they were invested in education careers themselves.

Prospective Teachers as Students

"If it wasn't for sports, school would be boring." This was a comment made constantly by participants. The participants did not regard their academic performance in school with the same enthusiasm apparent when they discussed their involvement in sports. It was clear that their participation on sport teams was more important than their participation in academic classes.

When asked to describe themselves as students the participants believed themselves to be average and above average. They reported cumulative grade averages that reflected

their beliefs: two C's, two B- 's, four B's and two A/B's. Five participants reported making the honor roll during each quarter of their present academic year while the other five reported that they had never made it. Six of the 10 participants were enrolled in one or more honors courses. Of the six who were able to report SAT scores, four reported scores which ranked below the 1986 mean scores for entering first year students to the University of Massachusetts, Amherst (reported by the Office of Institutional Research and Planning, University of Massachusetts, Amherst, 1987). The remaining four participants had not yet taken their SATs.

There is concern about individuals with low academic abilities pursuing teaching careers. Prospective teachers with low academic standings confirm the stereotype that those who want to teach have limited academic abilities. Brighter individuals often pursue more lucrative careers in business, law and medicine. Though some people with high academic ability are enrolled in teacher education programs, it is not uncommon for these individuals to change their major in college or to teach for a few years and then pursue another career (Lanier & Little, 1986; Vance & Schlechty, 1982; Weber, 1979).

The participants juggled rigorous schedules between classwork, sports, other extracurricular activities and work. Each participant was involved in a number of extracurricular activities (Table 3). Half of them also reported holding part time jobs in the evenings and on weekends during the school year. Their involvements in sports and other extracurricular activities took time from their academic studies and may be one reason for low to average grades among participants. The participants seemed to spend more time in those activities that they believed they would be most successful in. These prospective physical education teachers may have found more success on the athletic field than in the classroom, therefore spending less time engaged in academics.

Table 3. Prospective Teachers' Academic Records and Extracurricular Activities.

	GRADE	GPA	HONOR ROLL	HONOR COURSES	SAT SCORES	EXTRACURRICULAR ACTIVITIES
Scott	1 1	2.0	No	World History	None	None
Judy	1 0	3.0	Yes	History Language	None	Marching Band Concert Band Jazz Band
Spencer	1 2	3.0	Yes	None	V: 4 4 0 M: 4 6 0	Fish & Game Club Part-time Job
Andrea	1 1	3.5	Yes	Chemistry English U.S. History	None	Honors Society Student Council School Board Part-time Job
Lynne	1 2	2.0	No	None	V: 280 M: 4 0 0	Yearbook Drama Club Fish & Game Club Newspaper Student Council
Charlene	1 2	3.5	Yes	English Calculus	V: 4 8 0 M: 5 4 0	Action Club Band Fish & Game Club Prom Committee Student Council
Jim	1 2	3.0	Yes	English Chemistry	V: 4 7 0 M: 4 7 0	Fish & Game Club Key Club Drama Club Part-time Job
Ryan	1 2	3.0	No	None	None	None
Liz	1 2	2.5	No	None	V: 3 6 0 M: 3 7 0	Art Club Part-time Job
Bonnie	1 2	2.5	No	Biology	V: 4 9 0 M: 5 7 0	Part-time Job

Prospective Teachers as Athletes

The participants began their involvement in sport at an early age (about eight or nine years old), making them experienced players in sport organizations (Dewar, 1983; Pooley, 1972; Templin, 1979). Organized sport refers to those sport teams which have written guidelines and are run by adults, such as Little League, town recreational leagues, or school teams.

Scott, Judy and Ryan became involved in organized sports at an age younger than the rest (Figure 2). Scott reported joining a Pee Wee baseball team at age seven, while Judy recalled running in organized community fun runs at the age of six. Ryan began swimming in a program for toddlers at the age of two and swam competitively throughout his elementary school years.

Spencer, Andrea, Lynne, Charlene and Liz began their participation in organized youth sports in the third and fourth grade, Jim and Bonnie in the fifth grade. All participants except Scott and Bonnie played on two or more sport teams while attending elementary school. For instance, Lynne played softball, baseball, basketball and soccer from the fourth to the sixth grade, while Charlene participated in basketball, softball and cheerleading. Many of the sport teams that the participants were involved in during elementary schools were formal organizations functioning outside of school, such as town recreation leagues.

Once the participants entered junior high school, their participation in sport centered around those activities offered by the school, and all but Bonnie were involved in two or more sports. Bonnie was not a member of any sport teams in grades six and seven, but joined the softball team in grade eight. In high school, participants continued to play on two or more teams sponsored by the school athletic department. In high school athletics, teams were divided into two levels of ability, junior varsity and varsity, and the participants spent more time on varsity squads. The most time individuals spent on junior varsity teams was in the ninth grade (Table 4). Prior to high school, the

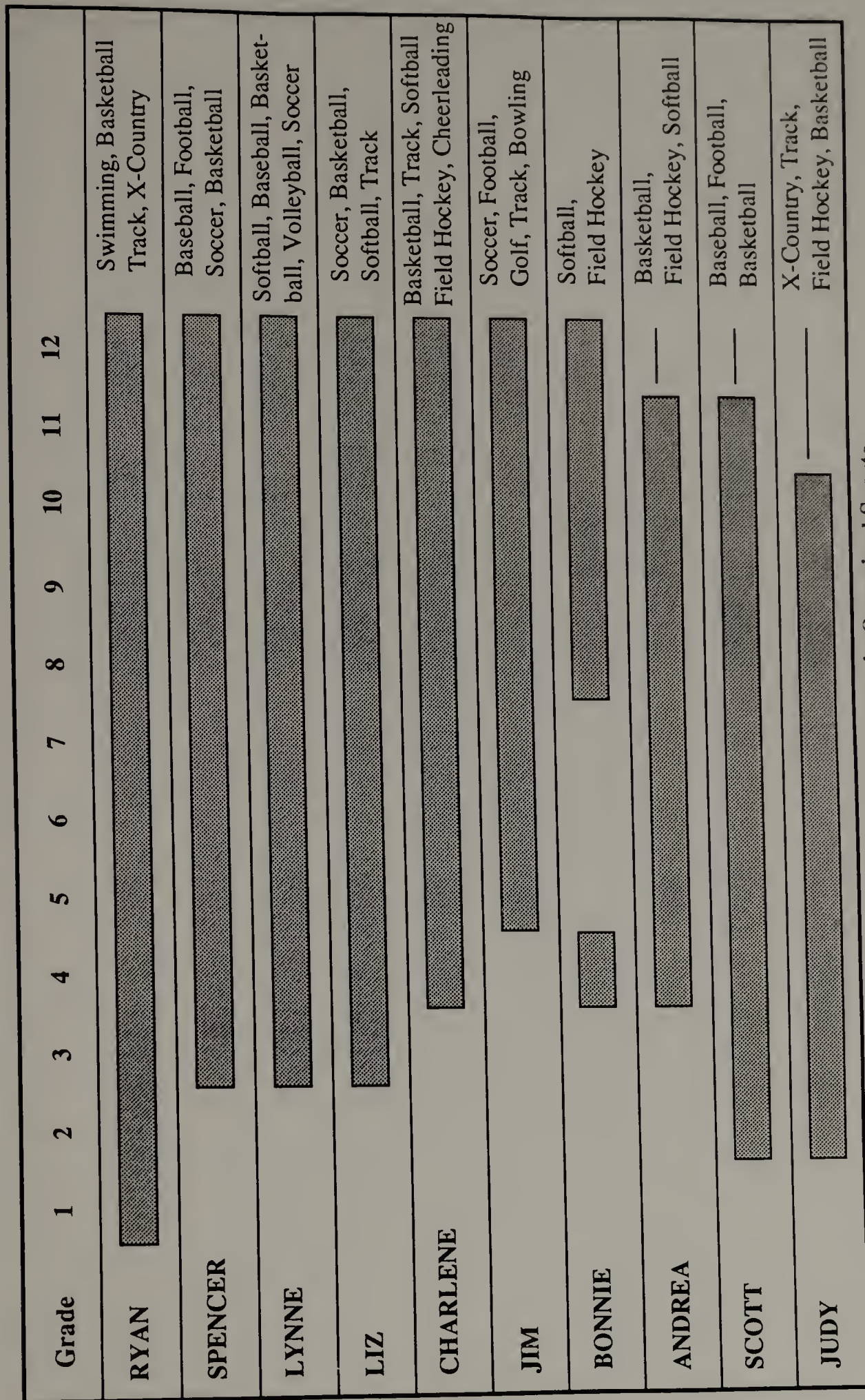


Figure 2. Participants' Involvement in Organized Sports.

participants reported that teams were not divided into levels of participation by ability; instead the young athletes were grouped by age.

Table 4. Level of Participation in High School Sports.

LEVEL	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
JR. VARSITY	1 4	5	1	0
VARSITY	1 4	1 8	2 0	1 5

Leadership Roles and Awards in Sports

Leadership roles and athletic awards recognize popular and successful athletes and serve as attractors to careers in physical education. Team captain is a traditional leadership role for most sport teams. Captains tend to be responsible for leading warm-ups and cool downs, helping with equipment, motivating teammates and serving as role models for fair play. Eight of the 10 participants were elected captain or co-captain of their respective sport teams by team members at some time during their athletic career (Table 5). For instance, Scott and Spencer were captains of their Little League baseball teams for four and two years, respectively; Andrea, Charlene and Bonnie were all captains of their junior high and junior varsity sport teams; and Lynne, Ryan and Liz captained varsity teams. Neither Judy nor Jim served in the formal role of captain. Jim believed that he was always in the voting for captain, but did not have the status among his peers required for election. He did expect, however, to become captain of the golf team during the spring season. Likewise, Judy anticipated becoming co-captain of the field hockey team the following fall because she and another player would be the oldest team members, and from her perspective, captains usually were selected on the basis of their seniority.

Table 5. Leadership Roles and Awards in Sports

Leadership Roles		Awards
Scott	Captain of Pee Wee and Little League (ages 8-12)	Little League All Stars (ages 8-12) Little League MVP (age 12) 5 Varsity High School Letters
Judy	Anticipates captain of field hockey in fall of junior year.	All League in track (9th gr.) All [State] in track (9th gr.) 4th place in 50 yd. hurdles All State Indoor Track (10th gr.) 6th place in All State Indoor Track (10th gr.) 4 varsity high school letters
Ryan	Captain of YMCA basketball team Co-captain of cross country team (11th gr.)	5 Medals from swim meets 11 varsity high school letters
Spencer	Captain of Little League baseball (ages 11 & 12) Physical education cooperative	6 varsity high school letters
Andrea	Co-captain of junior high basketball (1 year) Co-captain of jv basketball (9th gr.)	All League, softball (9th gr.) All League, field hockey (9th gr.) 4 varsity high school letters
Lynne	Captain of volleyball team (12th gr.) Physical education cooperative	All League, softball (11th gr.) All [State], softball (11th gr.) 9 varsity high school letters
Charlene	Captain of jv basketball (10th gr.) Captain of jv field hockey (10th gr.) Physical education cooperative	All Star team, field hockey (12 gr.) All League, track (9-12). 8 varsity high school letters
Jim	Anticipates captain of golf team	4 varsity high school letters
(Continued)		

Table 5. (continued)

Leadership Roles		Awards
Liz	Captain of track team (11th gr.)	MVP Womens' Indoor Soccer League (10th gr.) Western Mass. Team, soccer (10th gr.) Valley Team, soccer (10th gr.), Bay State Games, soccer (9th & 11th gr.) 11 varsity high school letters
Bonnie	Captain of jv softball team (10th gr.)	Best Defensive Player, field hockey (12th gr.)

In addition, these participants reported acting as leaders outside of the captain role. While Scott was not the selected captain of his football team, he felt like a leader: "In football, because I started varsity, I was kind of like a leader of the receivers and stuff." Jim mentioned his informal role as a leader in football as well: "I tell the kids to get motivated." Liz and Bonnie believed they were leaders in varsity soccer and field hockey even though they did not serve as captains. Finally, Spencer and Lynne fulfilled leadership roles in sports through their involvement in a physical education student aide program where they assisted teachers in physical education classes.

The most common athletic awards participants received were school letters and pins for each varsity season. Eight participants received other awards for their performances in sport, such as being named an All Star, Most Valuable Player, and Best Defensive Player, or having placed in individual events in meets and state tournaments (Table 5). One can speculate that the participants' competences in formal and informal leadership roles, and the awards they received for their athletic successes would lead them to consider careers in teaching physical education and coaching athletics.

The Participants' Other Involvements in Physical Activity

The participants were involved in sports year round. During the summer months, some participants supplemented their sport involvement by attending sports camps. Most participants engaged in non-structured physical activities, such as weight lifting, bicycling, walking, hiking and practicing karate, particularly when not participating on sports teams during the school year and summer.

In addition to being players, the participants were involved with sports in a variety of ways. For instance, many of them coached or managed teams, officiated games or were timers and scorekeepers (Table 6). Scott, Ryan, Spencer, Lynne, Charlene, Jim and Liz all spent time coaching youth recreation teams. Judy timed swimming events for the Special Olympics each year. Scott umpired Little League and Lassie League softball games two or three times a week during the summer. Lynne and Jim occasionally officiated for junior high and youth league teams. Charlene volunteered on occasion to help supervise intramurals at the junior high school in the evenings. Bonnie timed junior varsity field hockey games and managed the girls' high school softball team.

For most participants, sport helped to keep their interest in school by giving them an activity to look forward to at the end of the day. Though all believed sport to be important in their lives, none of the participants were able to articulate the details or deeper reasons why sport was such a priority. Spencer replied: "I feel I've got to have it to remain active. I think it is important in my life." Andrea found sports to be, "Very important. I wouldn't know what to do if I didn't have sports in my life. I'd do fine academically, but if there wasn't sports, I wouldn't want to come to school." Lynne also commented on the importance of sport: "I think school is boring. If there were no sports, it would be boring going home after school and do nothing. I look forward to practice and games. I like it [sports]." For Scott, "I couldn't really deal with school without sports because school would be so boring. I like sports so much it's unreal. If I really couldn't play sports, I'd be kind of wicked bummed out."

Table 6. Other Involvements in Sport

	Coaching	Other	Personal Activities
Scott	Basketball	Baseball Umpire	Weight Lifting
Judy		Timer for Special Olympics	Bicycling
Ryan	Swimming Baseball		Karate Hiking Bicycling
Spencer	Basketball	Gym Show	Walking Weight Lifting
Andrea		Softball Scorer	Bicycling
Lynne	Boys Volleyball Basketball	Officiates	Push ups
Charlene	Basketball	Helped with Intramurals	
Jim	Basketball	Officiates	Weight Lifting
Liz	Soccer		
Bonnie		Field Hockey Timer Softball Manager	

The participants described their sport team experiences as being more significant than their physical education class experiences. Salient sport team experiences coupled with the number of years and hours participants have engaged in organized sport have strongly influenced their perspectives about sport in general and physical education in particular.

The Physical Education Experience

Each participant was able to single out particular events that related either positively or negatively to their perspectives on physical education. They reported liking physical education, mainly because it was an opportunity to play sports. They enjoyed the competition which took place in games played in class. Most participants

reported learning that they enjoyed playing "hard" or trying their best in organized class games. Overall, the participants rated their physical education class experiences as "good" and "fun." Spencer summed up his thoughts by saying, "I like it... I like to compete against people... I like to be tested." Ryan rated physical education as, " Pretty good. It's a lot of fun learning new games and new techniques. I basically live for competition."

Some participants, however, disliked physical education in general, or certain aspects of it. For instance, Bonnie mentioned that she really did not care for physical education during her high school years because she did not like her physical education teacher. This year proved better for Bonnie because she had a new teacher, and she liked the physical activities and games that were offered in class. Jim admitted not caring for the present physical education unit being taught in his physical education class. He felt the teacher was spending too much time on "childish drills" when, according to Jim, everyone in the class already knew how to play the game.

Jim: I've played basketball a lot. I haven't played on a school team, but I am always playing and all the kids that are signed up are always playing. She makes these childish drills because they want to see better skilled players. Even if we already are, they want to drill it into us. [In this] class I don't find it necessary to do all this stuff. I kind of find it a waste of time.

Except for this one unit, Jim,too, generally enjoyed participating in the activities offered in physical education.

What Participants Learned in Physical Education Class.

The participants stated that they learned many things in their physical education classes including how to: play numerous sports, improve fitness levels, behave safely, spot gymnastic movements, officiate field hockey games, teach others and interact with people. They also learned how to get high grades with little effort. Scott and Judy, for example, learned to play a variety of sports like badminton, ping pong, tennis, and street hockey.

Scott: [I've learned] how you can hit the birdie and how you can't. What the names were, like slamming it and little dunk, and stuff like that. in [Table tennis] doubles one person can hit the ball at a time, then you have to rotate. In tennis the same thing. How you serve it and what side of the court you serve it from.

Judy: [In p.e. I've learned] different types of [games]. Like in street hockey, different names face off, slap shot. In badminton different things like how to score what kind of hits there are. We had to know the rules. We had this stuff for our mid-term exam so I had to learn it. But I didn't mind learning it, it was fun.

Spencer reported learning about one aspect of personal fitness, the importance of stretching before any physical activity: " I learned that you always have to stretch out before you do activities, because you might pull a muscle. I didn't do that before and I pulled a muscle." Liz focused on the need for other students to improve their fitness levels:

Liz: A lot of kids really are not in shape, not healthy. They can't handle running down the court once. It's just to much for them. They don't have any physical fitness in their lives at all. They really need gym.

Ryan commented on learning about safety in physical education:

Ryan: [I've learned] a lot of safety factors. Like in baseball, there are a lot of rules which just aren't written which you just don't do. You don't spike. [You] make sure no one is going to get hit. It pretty much taught me what you do and what you don't do. I have learned different safety techniques.

Charlene reported learning two things in physical education class: how to safely move people through various gymnastic movements (spotting) and how to officiate field hockey games played in class.

Bonnie reported learning about the role her teacher played in class. She liked the way her teacher involved himself in class activities, and she commented that she would like to teach in a similar way: "When I teach, I want to get in there with the kids. I don't want them to think that I just sit there and watch all the time...I like the role [my teacher] is playing, [and] I [would] like to follow that role."

Jim learned how to deal with other people in physical education class: "knowing how to work with others, accepting them as they are even though they aren't as good or bad as you are." Andrea shared similar thoughts about learning to play with inexperienced people.

Andrea: Like when you're playing on a team, you expect everyone to be good and do what they are suppose to. [In] gym class [when] someone's arms go flying in the air when the ball is behind them you kind of get mad. But then you can't, because you can't expect everyone to be like you. If something goes wrong, you learn how to deal with inexperienced people. That's pretty good.

Lynne reported learning that physical education class was an easy grade, a chance to get an "A" in a class. It is difficult to know if this is all that Lynne learned from physical education. The interviewer believed that Lynne was uncomfortable talking about herself and what she had learned in physical education class.

These examples of what the participants learned in physical education class illustrate the differences that exist within the participant group. Even though the participants had experiences in similar situations (physical education class), they learned things from those situations that were important to them as individuals.

Judging Others' Participation in Physical Education Class.

In answering the question, "What have you learned about others in physical education class?", the participants used their own standards for playing and competing in sports to judge how other students participated in physical education class. For instance, Scott was struck by how "more people [were] involved [in physical education] than I thought." According to him, few students at his school get involved in extracurricular sports. They go home after school and do their homework, "but in gym they really try hard."

Judy believed a lot of students dislike gym, "because they say [gym] is stupid or a waste of time, and they don't like getting sweaty." Jim, Ryan and Bonnie reported that some students like physical education, while others do not. Bonnie finds it difficult to comprehend why some students do not like physical education, "because I love it so much."

Spencer once thought that he was better than most in sports, but he learned in physical education class that there were people who possess more athletic ability than he does. Spencer's discovery illustrates how he originally viewed others' athletic abilities based on his perception of his own skills.

Spencer: I learned that there are a lot of people who are better than me. Even the person who I don't think is on the same level with me is better than me. [For instance], during racquetball this person was so short I thought I would blow [him] away. He was so quick when he swung. He beat me by about 10 [points]. I couldn't believe it. You can't judge [people] by what they look like. You can't judge them by [their] weird clothes, [because] if they dress up in gym clothes they are a different person.

Andrea also learned through physical education that people possess varying levels of skill in sports. She believed that physical education class gives you an opportunity to deal with those experiences.

Lynne learned how to distinguish between "good" and "bad" people. For instance, good people listen to what the teacher says and follow directions, and bad people sit off in a corner somewhere and do not partake in any class activity.

Ryan and Liz learned about others' fitness levels. Ryan believed other students do not take care of themselves and are out of shape. He thought these students could keep themselves in good shape by participating in physical education classes. Liz viewed the students in her classes as out of shape too: "It's not healthy, really, because that's who is going to have problems when they get older. They just have [to] take care of themselves when they [are] younger."

Overall, the participants in this study rated their experiences in formal physical education classes positively. They all enjoyed participating in sports and viewed physical education class as one place to get involved in physical activity. They all considered themselves to be competitive and believed that they would try their best in whatever activity they played.

Chapter Summary

The 10 participants in this study are from working to middle class backgrounds. Most of their parents/guardians and siblings have been involved in organized sports at one time or another. Their families were supportive of participants' involvement in sports and encouraged them to pursue careers in physical education. Family support may have stemmed from the belief that teaching is a respected career, one that will boost

a working class individual up the socioeconomic ladder into the middle class or one that will maintain a modest lifestyle for those already there.

The participants enjoyed playing sports and liked competing with others on organized sport teams and in physical education classes. Each participant has received recognition and awards for their involvement and performance in athletics. This public acknowledgement reinforced their beliefs that they are good in sports and strongly influenced their decisions to pursue careers in physical education. The participants rated their physical education class experiences as positive. They learned a variety of things about physical activity and other students who attended their classes. The next chapter presents the participants' reasons for wanting to become physical education teachers.

CHAPTER V

PHYSICAL EDUCATION AS A CAREER CHOICE

Most of the participants named physical education as their preference for a career. Many variables influenced the participants' career decisions, such as their beliefs about their abilities to perform the work of a physical educator, as well as their positive experiences with sport and physical activities. This chapter will address those factors which have attracted the participant group to careers in physical education.

Seven of the 10 participants ranked a career in physical education as their first choice (Table 7) but only after considering and rejecting other careers. When participants discussed alternative career options, they assessed whether or not they had the ability to do the work required of each one. Most participants believed they were qualified to become physical education teachers but indicated some degree of hesitation about whether they could "make it" in other careers they viewed as more difficult. For instance, Spencer reported an interest in accounting, but believed the work would be too difficult.

Spencer: I have taken a lot of accounting courses, but I don't think [it] is for me. Being in a three piece suit everyday with a tie on, working at computers and [selling] stocks, I don't think I could do that. It involves a lot more time than coaching would.

If you do something wrong that could be it because it is a real hard thing to do, to be an accountant. It's fun in the classroom and everything, but I don't think that would be the thing for me to have as a career. [It] would be my second choice.

Although Spencer's description of the day in the life of an accountant was somewhat inaccurate (accountants typically do not sell stocks), he believed that his statements were accurate and that he would not be able to carry out his perceived role expectations of an accountant.

Charlene made the generalization that people who work with computers make large salaries. After weighing the prospects of making money in computers against her dislike for science, she decided she would be more successful majoring in physical education.

Charlene: At first, I wanted to go into computers because they make a lot of money. But that was the only reason. Then, when I kept thinking about it, it seemed impossible because I hate science so much, even though I am going to have to take it for phys. ed. I think it will be much easier for me to think of going into phys. ed. than it will be going into computers.

Even though Liz believed hard work leads to success, she was not convinced she would be successful majoring in architecture.

Liz: Architecture. It's a little too hard for me to handle. They say if you want to do something bad enough you can do it. I do feel that is true, but at this point I don't think so. Maybe next year or the year after I will realize that I can do it and I'll try. But I am not real sure at this point. If I could get into architecture I definitely would, but it's phys. ed. first.

Table 7. Career Rankings and Alternative Careers

Scott	1. Professional football or baseball player 2. Physical education teacher
Judy	1. Physical education teacher
Ryan	1. Physical education teacher 2. Chef
Spencer	1. Physical education teacher 2. Accounting
Andrea	1. Business or physical education teacher
Lynne	1. Physical education teacher
Charlene	1. Physical education teacher 2. Computers
Jim	1. Business administration 2. Coaching
Liz	1. Physical education teacher 2. Architect
Bonnie	1. Physical education teacher 2. Physical therapy

Note. Participants' interest in teaching physical education includes their interest in coaching after school athletic teams.

Two participants could not decide on their first choice. Andrea was trying to decide between teaching physical education/coaching and going into business. She admitted wanting to teach elementary physical education (like her mother did), but she also wished to pursue a business track by joining her family's oil company. Jim also was leaning more toward a career in business and was determined to receive a college degree in business administration. He wanted to coach as well and believed he would coach high school athletics on a part-time basis.

The 10 participants preferred physical education as a career choice because they strongly believed they would be successful in both a college teacher training program and a physical education teacher role. Other possible career choices appeared too difficult for the participants. Their decisions to pursue careers in physical education at this time were based, in part, on their familiarity and comfort with sport.

Understanding Attractors and Facilitators

The 10 prospective teachers in this study can be characterized as early career deciders (Dewar, 1983; Dewar & Lawson, 1985; Lawson, 1983) since they have made their aspirations known before graduating from high school. Career decisions are based partly on an individual's perceptions about an occupation or profession. Individuals consider characteristics which attract or do not attract them to a particular career. Significant people and events also help guide an individual toward the decision to pursue a specific career. Identifying the attractors and facilitators operating for prospective teachers may help explain why individuals become physical education teachers.

First Interests in Teaching and Coaching

There is no magic age at which individuals begin shopping for careers. The ages at which these participants remembered having an interest in becoming physical education teachers ranged from 6 to 18 (Table 8). When Andrea was in the first or second grade she thought she would like to be a physical education teacher like her mother. At the opposite extreme, Spencer became seriously interested in teaching physical education as

recently as the fall of his senior year. Scott and Judy thought about becoming teachers in the fifth or sixth grade, about the time they both became involved in more than one sport. Ryan and Lynne discovered their interest in pursuing a career in physical education in the ninth grade. It is unclear why Ryan's interest emerged at this particular time, but Lynne's interest seemed to evolve when she assisted her physical education teachers in class. Charlene, Jim, Liz and Bonnie discovered their interest in eleventh grade. Regardless of their age, all of the participants were drawn to teaching physical education by key people (fathers, coaches and physical education teachers) and experiences (primarily their direct involvement in sports).

Table 8. Participants' First Interests in Teaching and Coaching

	Physical Education Teacher	Coach
Scott	6th grade	9th grade
Judy	5th or 6th grade	8th or 9th grade
Ryan	9th grade	10 years old
Spencer	12th grade	10th grade
Andrea	1st or 2nd grade	10th grade
Lynne	9th grade	10th grade
Charlene	11th grade	10th grade
Jim	11th grade	11th grade
Liz	10th grade	9th grade
Bonnie	11th grade	10th grade

Five participants initially were just interested in coaching. Their own positive sport experiences may have attracted them to a career in coaching. These participants may have realized, later on, that coaching was not a full-time occupation for most people, and this realization may have sparked their interest in teaching physical

education (an occupation that is compatible with coaching after-school sport teams). Regardless of when individuals became interested in coaching or teaching physical education, coaching was the primary motivation for the participants' interest in pursuing physical education.

What is Attractive about Teaching Physical Education?

Lortie (1975) described five themes which attract people to teaching: (a) interpersonal, (b) service, (c) continuation, (d) time compatibility, and (e) material benefits. A variation to Lortie's continuation theme which is particular to physical education teachers is the desire for ongoing association with sports and physical activity, referred to as the "sixth attractor" (Dewar, 1983; Pooley, 1972; Templin, 1979). A "seventh attractor" derived from continuing one's association with sport is the desire to coach (Lawson, 1983).

The desire to work with children and young people (interpersonal) was one attractor which led to the participants' decisions. This corresponds with what is already known about individuals recruited into teacher preparation (Dewar, 1983; Pooley, 1972; Templin, 1979). Their desire to work with children and young people centered around "showing" them how to play sports, motivating them to participate in physical education class and teaching them how to get along with their classmates.

Continued association with sports was another leading attractor for the participants. They viewed teaching physical education as a way to stay active and do what they love to do most, play sports. They envisioned working with youngsters and continuing their involvement in sports as a "fun" way to spend their time. Scott and Bonnie mentioned money as an attractor, but only in the context of the expectation that it would be "great to get paid for doing something fun" like teaching physical education.

Coaching, working with young people and continued personal involvement in sports were key themes attracting these individuals to teaching. Judy admitted to one other attractor which I did not take seriously at first. After she mentioned it again in a

different context, it became clear that she was quite sincere. Judy found the dress of physical education teachers compatible with her ideas of how she wished to dress while working. She liked the idea of wearing warmups and running around in sneakers all day.

What Is so Attractive about Coaching?

The participants were attracted to coaching for the same reasons they were attracted to teaching. Primarily, they wanted to continue their involvement in sports. Coaching tended to keep them actively involved in those sports they enjoyed most. Equally important is the opportunity to work with young people, particularly those who are seriously active in sports. Participants believed they could teach young people how to play sports and help them improve their skills. Like their descriptions of teaching, they described coaching as the opportunity to work with youngsters and to continue their involvement in sports.

Two additional characteristics attracted individuals to coaching: being in charge of athletic teams and producing winning seasons. Most of the participants liked the idea of being responsible for a team. They looked forward to picking players for their teams and leading their teams in practices and games. Winning athletic competitions was equally important. Individuals sought the thrill of winning by vicariously competing through their teams during athletic events. In addition, participants believed they would receive more personal recognition by leading teams and producing winning seasons than they would teaching physical education class. They found that kind of recognition appealing.

People and Experiences Serve as Facilitators

The participants most frequently named their fathers and physical education teachers/coaches as the most influential people in their decisions to pursue careers in physical education (Dewar, 1983; Steen, 1985). Mothers, themselves, older brothers and friends were also named as significant others influencing their career decisions.

The experiences participants found to be most influential in their decisions, however, did not necessarily include these people. Playing sports, coaching youth teams

and observing coaches at work with their teams were experiences the participants considered most significant in pushing their career interests toward teaching and coaching. Experiences that directly attracted the participants to teaching were assisting teachers in class as student aides and helping with the production of a gym show. For coaching, individuals reported both positive and negative interactions with coaches as influential in their decisions to become coaches. While Liz spoke positively of events which took place at a summer sports camp, Andrea described a negative experience with coaches that has inspired her to become a coach.

Liz: I went to a track camp, and there were college coaches there. [I liked] just watching them. They have a lot of enthusiasm. Just listening to them talk about their players. They seem to get a lot of enjoyment out of it.

Andrea: A lot of the coaches here are real jerks to be exact. They expect you to give them your all, yet when you do it is not enough. I'm sure a lot of coaches are like that... I think they have a serious problem. In some cases I think it would turn people off to coaching, but it turned me on to [it]. I ain't going to be like that when I'm a coach. I'm never going to do that to my kids.

Prospective Teachers' Interests: Teaching or Coaching or Both?

Participants were asked whether they had more interest in teaching physical education or coaching after school sports. Eight participants remarked that they had more interest in coaching. Scott and Judy were the only ones who could not decide clearly between the two. Scott wavered back and forth, finally deciding that he would prefer to teach physical education because he would be able to teach his students more and encourage them to join the team he coached after school. Beneath his preference for teaching was his primary interest in coaching. Judy stated that she had an interest in both, teaching and coaching. When asked to state reasons for these interests, she was unable to provide further information.

The participants seemed to have a more personal commitment to coaching than to teaching. This tied into their need for continued involvement in sport, particularly their favorite sport(s). For instance, Andrea looked forward to working with youngsters who share an interest in the sport she enjoyed the most, field hockey. She

stated, "Working with one [sport] [that] you like a lot, that reflects your personality. [And] people on teams have [the] same ideals and ideas [that you have]."

Jim also wanted to teach young people how to play his favorite sport, football. He wanted everyone to play regardless of their skill levels: "I want to coach football. I just want to teach kids and show them [how to play]. I want to coach and make sure everyone gets to play, even if they are not good."

Bonnie took the perspectives about coaching held by Andrea and Jim a step further. She believed coaching would enable her to teach her favorite sport in-depth to interested and willing students.

Bonnie: I like working with kids [in] one specific sport and teaching them all I know about that one sport... In P.E. you have different [activities] that you are changing every week. And you get the kids who don't like certain sports... I still want to teach, though I would just rather coach.

The participants believed that teaching and coaching would allow them to remain actively involved in sports. They had a stronger interest in coaching than teaching, but perceived coaching to be contingent upon teaching. In other words, teaching provided individuals with a work schedule that was conducive for coaching after school sports.

Differences Between Teaching and Coaching

The participants provided specific detail about the differences between teaching and coaching. According to participants, physical educators worked with several large groups of students each day, unlike coaches who dealt with the same much smaller group of athletes every day for an entire season. As prospective physical educators, they believed that most students viewed physical education as a recreation period, "a break from academic classes." Their objectives as teachers were to keep students interested in class activities and to prevent students from misbehaving. The participants believed that short unit lengths, a variety of sports and games and plenty of game play during class would keep students interested and well behaved. From their perspective this

meant teachers had only enough time to briefly cover basic fundamentals and rules of several sports and games each school year.

Coaching differed from teaching physical education in that maintaining player interest and appropriate behavior were not major concerns of a coach. Athletes were willing participants and, therefore, needed little encouragement to stay interested and behave properly. According to participants, coaching required more effort and more dedication than teaching. Teachers were primarily responsible for organizing students into game play and for disciplining them when they threatened to interrupt class routines. Coaches primarily concentrated on planning and conducting practices in order to prepare for athletic contests.

Andrea: I think there's quite a bit of difference because teaching a class requires a lot of discipline in order to get the kids to do what you want. I think coaching requires a little bit more... In order to be a coach you have to be dedicated, and it takes a special kind of person to be dedicated to work like that... I mean you have to be there everyday from two to five practicing. You really have to like the [coaching] a lot in order to put your whole [self] into it and have a team and want to be good and make tournament or whatever your goal might be for the season. It takes a special kind of person, [and] that's why it's harder to be a coach than to be a teacher.

Coaches are privileged to work with more homogeneous and highly skilled groups of individuals compared to the diversity of students who have varying skill levels in physical education classes. Unlike the 35 to 50 minutes typically scheduled for physical education class, practices for after school sports lasted between one and two hours, providing players more time to improve their skills and team play. These would-be coaches believed they would work with their players toward similar goals such as playing well individually and together, and winning competitions.

Jim's description of the differences between teaching and coaching help to reiterate the point that the participants believed physical education teachers primarily supervise game play in class, while coaches spend time preparing their teams for winning contests.

Jim: I think an after school sport takes a little more planning because there are games that you are going to have to be prepared for. You're going to have to find out what other teams are like and stuff. So you know how to coach your team and prepare them for those games. Gym class, you have to teach them the sport and then basically the kids play against each other.

The participants believed they would gain more satisfaction from working with students who participated in after school sports more than those who attended physical education classes. They believed the students on sports teams were more dedicated and worked harder toward the goal of winning contests. The students in physical education classes did not share the goal of winning contests. They were generally in class to learn briefly the basic skills and rules of a variety of sports and, then play games for the remaining period of time.

The Many Purposes of Physical Education

Eight of the 10 participants described a variety of purposes for physical education. Seven purposes for physical education that were common to all 10 participants emerged from the data analysis: (a) to promote health/fitness, (b) to have fun, (c) to get a "break" from academic classes, (d) to develop sport skills, (e) to learn about others, (f) to learn fair play and (g) to maintain student interest in class. Staying healthy and keeping fit were named by eight of the 10 participants. These eight participants believed that physical education was the ideal place to teach students about health and fitness and to help them become fit. For instance, Charlene commented that physical education was a place "to get kids physically fit, to get kids more active and [to keep them] fit as long as you can." Ryan also described physical education class as an opportunity to promote fitness. According to him, the purpose of physical education is to "keep them in shape, because [for] a lot of kids these days, if they didn't have gym they would just sit around and do nothing."

Making sure students had fun in class was an important purpose for Judy and Bonnie. They believed having fun was the main reason physical education was included in the school curriculum. Judy perceived her role as physical educator as a provider of fun for

students: "I want to be there for the kids so they can have fun." In addition to being fun, Bonnie believed physical education was one class that "gives [students] freedom from thinking all day in classes." In other words, physical education was a recess from the other classes students attended during the day.

These prospective teachers believed that students should learn a wide variety of physical activities. Participants believed that by offering a large selection of sports, students would stay interested in class and in school. Ryan stated that it would "[keep] kids from getting bored" with school by providing them with activities that were different from their other classes. According to Ryan, physical education also served "to get kids interested in sports" for their own personal benefit and for the benefit of the school athletic teams.

Another purpose of physical education was grounded in social interactions among students. Andrea firmly believed that physical education "educate[s] children [so] they learn to deal with the attitudes of other people." Learning about fair play is similar to learning about others. For Judy, fair play meant that physical educators would help teach children to "share [and] play fair (kindly and honestly)."

Chapter Summary

The 10 participants in this study were considered "early deciders" because they declared career paths while in high school. Seven of the 10 named teaching physical education as their first career choice. The other three listed teaching physical education as an alternative to their first choice. The participants based their career choices on how successfully they believed they would perform in professional training and on the job in the future.

The opportunity to work with young people and continue involvement in sports were the two primary factors attracting participants to both teaching and coaching. Overall, participants preferred coaching after school sports to teaching physical education,

because they believed coaching received more positive recognition and provided more opportunities to remain competitive in sports.

The participants named seven purposes for physical education: to promote health and fitness, to have fun, to get a "break" from academic classes, to develop sport skills, to learn about others, to learn fair play, to maintain student interest in class, and to promote health/fitness. Out of these seven purposes, having fun, receiving a "break" from classes and promoting health and fitness were the three purposes shared by most of the participants. The following chapters will examine the participants' descriptions of teacher responsibilities and the relationship between these descriptions and the participants' seven purposes of physical education.

CHAPTER VI

PROSPECTIVE TEACHERS' PERSPECTIVES ON TEACHING PHYSICAL EDUCATION

The prospective teachers' perspectives on teaching can be categorized under two main headings: the daily routine of teaching and pedagogical knowledge. Nine sub-categories of perspectives are included under these two headings. This chapter describes the participants' perspectives about teaching.

More than a Routine

The participants were asked in the second interview (role play) to talk about things they believed were important to teaching physical education. These topics centered around the ordinary details of what teachers did during the day, most notably routines. Routines, whether they take place inside or outside the classroom, are management strategies used by teachers and others in the school community to maintain order in class and in school (Denscombe, 1985). Routines may be communicated explicitly through written rules and regulations, or more subtly and indirectly through the day to day interactions between teachers and students. Teacher duties which are written into teacher contracts and handbooks (e.g., arriving at school by 7:30 AM and monitoring study halls) partially constitute daily routines. It is the way teachers interpret these explicit duties, however, that influences how they carry them out. The same may be said about student behavior in that some expectations may be explicitly prescribed in the student handbook (e.g., a dress code or standards for attendance) but actual student behavior depends on individual interpretations and actions. Within the boundaries of routines, teachers and students interact with one another and thus create meaning for these interactions.

This section describes routines negotiated between teachers and students in the context of school as detailed by the prospective teachers in this study. These routines

are grouped into the following two categories: daily routines of school and order in the gym.

Daily Routines of School

All participants described routines as tasks teachers must do during the school day on a regular basis. Most of these tasks required teachers to monitor student behavior. The participants seemed to accept these duties as normal teacher behavior and envisioned themselves as future teachers doing exactly the same things as their current teachers.

When describing a teacher's daily routine, all but one participant took the perspective of a high school physical educator. The other participant (Judy) described her daily routines as an elementary physical education teacher. For the nine participants who took the role of high school physical educators, daily routines began around 7:30 AM every morning. Once teachers entered the school building, the participants' perspectives about their daily routines (including Judy's at the elementary school) were similar. Spencer's description is typical:

Spencer: When I walk in the door in the morning, I get a cup of coffee and go down to the gym. I try to set up all the stuff we are going to be needing. Then I go in the office. If I am a coach, I do some things for the sport I am coaching. When the bell rings, you go to the first class of the day.

Morning. Most of the participants reported going to the gym at the beginning of the school day to do several things: conduct make-up class sessions for students who were absent from or did not participate in their regularly scheduled classes, set up and gather equipment for the day, such as volleyball nets, badminton nets, basketballs, and cross country skis, and make telephone calls to other coaches to discuss the teams they were coaching at the time. Before the homeroom bell rings, most participants envisioned themselves leaving the gym for hall duty where their job was to make sure kids did not "mess around" on their way to class.

For some participants, hall duty was followed by homeroom where teachers took attendance and waited with students for the first period bell to ring. Those prospective

teachers who stated they did not have homeroom responsibilities returned to their offices to complete the tasks mentioned previously and to await first period. Bonnie and Liz were the only two who did not envision some sort of early morning duty at the high school:

Bonnie: [When you arrive at school you] go into the office and get the office reports. Make sure you have your book in hand for attendance. Go upstairs to the gym [and] unlock the activity room. Pick things up [like] basketballs [and] wait for the first class to come down.

Liz: [Physical education teachers] don't have homeroom or anything [and] they don't have to do any paperwork [except] when they have class. They [the physical educators] just wait for the kids to come in [to the gym]. [Later in the day], some teachers have lunch duty or hall duty.

According to the prospective teachers in this study, physical education teachers prepare for their classes prior to homeroom and in between homeroom and their first period class. Preparations consisted of deciding what activities would be done in each class, knowing which class would arrive in the gym when, and having attendance sheets or pages in their roll books in order.

Jim: "Whatever the sport may be I prepare myself for [it]. I make sure I have my rank books so I know which class I am going to have and how I am going to be grading the class.

Midday. These prospective teachers believed physical educators break for lunch about noon. Some go to the teachers' room to eat (Judy: "that's usually where everyone goes"). Most participants were not clear on what teachers did once inside the teachers' room because they have never witnessed the events that take place in that space. Judy, however, had the idea that teachers spent their time gossiping. When asked what they gossiped about, she said she did not know because as a teacher she would not listen to it. After lunch, teachers returned to the gym and resumed teaching their classes.

Free Periods. According to the participants, most teachers have a free period to themselves or a study hall to monitor during the school day. Monitoring a study hall consisted of teachers taking attendance and staying with students for an entire class period. The participants believed that teachers spent time doing other things during

their free period. Everyone except Bonnie mentioned daily free periods and discussed what they would do as teachers during this time.

Spencer remarked that he would go to the teachers' room, drink coffee and talk with people. Jim also would go to the teachers' room for coffee or would "sit back in [his] desk chair and make phone calls" as part of his coaching responsibilities. If his work was done and he had no student problems to address, Scott would spend his free time talking with other teachers. Lynne would go to the teachers' room for a soda, unless a colleague needed help with a class, in which case she would stay in the gym. Charlene looked forward to free periods as a way to get out of the gym, yet she would spend her time doing paperwork related to her classes.

Charlene: You don't really get out of the gym much unless you have a free period. You do what you have to do during [this time]. [I] straighten out my grade book. Sometimes you may have to monitor the hall [for the period]. Usually you don't have to do that unless they can't find somebody.

Charlene named a dilemma that many physical educators face from time to time: being asked to cover a study hall or corridor because no other teachers were available to monitor them. When this occurred, Charlene said she, like many teachers in this situation, would lose her free period for the day.

Afternoon. Classes for these prospective high school physical educators ended around 2:15 PM, at which time Spencer, Jim, Lynne, Charlene, Ryan, Scott and Andrea stated that they would conduct an afternoon make-up session from 2:15 to 3:00 PM. These make-up sessions required them to supervise activities in the gym or the weight room. At three o'clock, teachers headed to the practice fields or courts to coach after school sport teams. At about 5:30 or 6:00 PM these prospective teachers would lock up their area of the building and go home.

Special Occasions. The prospective teachers reported occasional interruptions in the daily routines of school. Many of these interruptions were professional activities which occur on a monthly and yearly basis. These activities were considered part of the yearly

routine of schooling. For instance, Charlene and Andrea both commented on a teacher's convention they would attend annually. Charlene stated, " We went to this convention at one of the universities. I don't know, they showed all different ways to put stuff into the curriculum."

Andrea: I go to conventions and things like for gym teachers. It's really neat, [the teachers] share a lot. You get a lot of ideas [about] what other schools are doing for their gym programs. I think the conventions are really helpful.

They both found this particular convention helpful because it provided stimulating ideas and ways to implement new activities into their programs. The opportunity to learn new ways to provide a variety of activities appealed to would-be teachers like Andrea and Charlene who envisioned a multi-activity curriculum as a means for managing student behavior.

A second professionally-related routine reported was teacher inservice training. Judy said she would attend monthly inservice meetings which she believed would be worthless for her as a physical education teacher. She stated that these teacher development activities were usually scheduled into the school calendar by the administrators in her school district.

Judy: " We have half days once a month. They're inservice days for the teachers. The meetings don't make sense. You're just supposed to learn something [like] how to teach kids. Personally, [I don't think they are worth it] because I don't have to teach them about math. Once in a while they throw in a good inservice day. [One time] it was about sports and injuries you can get from sports."

Judy understood that physical education class was sufficiently different from traditionally "academic" subjects so that physical educators required special inservice programming in order to keep up to date with issues concerning physical education. These negative perspectives about teacher development activities may lead Judy and other prospective teachers to reject or discount such opportunities in the future.

Aside from occasional diversions in physical educators' daily routines, the participants believed teachers spend much of their time outside of physical education class monitoring student behavior in "holding pen" classes where students are kept

waiting much like sheep or cattle: home rooms, study halls or unsupervised places (like corridors and restrooms). There is a sense among these participants that teachers monitor students with a certain expectation that they will misbehave.

Order in the Gym

Research on teaching suggests that physical education teachers spend a great deal of time during the school day managing classes (Siedentop, 1983). Teachers utilize various management strategies such as directing, pacing and monitoring (Doyle, 1985; Siedentop, 1983) to maintain order in the gym. Order refers to "work systems" or management routines that teachers establish for their students (Doyle, 1985). Work systems are structures within which physical education teachers and students frame their interactions and negotiate their needs with one another. Since classes are social settings, each with specific contexts and numerous interpersonal interactions between teacher and student and among students, order is not achieved but must be negotiated continuously. Physical educators, like other teachers, use rules, procedures and routines as well as reprimands toward student misbehavior to establish their work systems and maintain order in their classes (Doyle, 1985; Siedentop, 1983).

Strategies for classroom management are important in teaching; without them, teachers would not be able to instruct students about subject matter. In the past, classroom management and instruction have been thought of as separate entities. Generally, it has been thought that teachers must push through managerial functions before engaging in the instructional part of a lesson. Recently, teacher educators have shifted their positions to include classroom management as an integral part of instruction (Doyle, 1985). Effective teachers tend to orchestrate management with instruction strategies in their classes. Balancing and integrating these two functions of teaching is part of the complexity of the job; spending too much time on management, thus sacrificing time spent on instruction, is one danger teachers face.

In this study, the participants provided clear descriptions of several management strategies: classroom routines for maintaining control of students, reward systems for good student behavior and reprimands for student misbehavior. Their particular attention to detail while describing management routines may relate directly to their strong concerns for maintaining order in school and in class (Fuller, 1969). The participants based their accounts of routines on their own experiences with teachers and on what they see teachers do, which leads to what they believe teachers are supposed to do on a daily basis.

Show and Play. Physical education classes are seen by teachers and students as different from other subject matter in school curriculum in both context and content. The 10 prospective teachers provided detailed descriptions of standard routines they believed occur in most physical education classes. These routines function as series of unconscious actions that help teachers establish working systems for themselves and their students. For these prospective physical educators, routines are predominantly managerial tasks such as attendance, warm-up and game play. Instructional routines (to help students learn) were mentioned infrequently.

Physical education classes that the participants described, regardless of the activity being taught, had a similar management routine: warm-up, show and play. Students at the secondary level were given a short amount of time to change into their physical education clothes at the beginning of class, whereas elementary children, according to Judy, participated in the clothes they wore to school. Once in class, students spent approximately five to ten minutes stretching and warming up. During these first few minutes the teacher took attendance. Warm-ups were followed by a short 5 to 10 minute skills practice during which teachers briefly showed students how to perform basic sport skills (explain and demonstrate). The remaining 20 to 30 minutes out of a typical 40 minute class period were spent playing a regulation game such as full court

basketball or floor hockey. While students played the game, teachers were engaged in refereeing, playing, or doing paperwork.

Ryan: I'd spend five minutes just sort of stretching out and doing some calisthenics. And another five minutes going over some rules and some skills, batting the ball around and some throwing, and that's it. You'd spend the rest of the time in a game.

Jim: Warm-up [is] basically five minutes, just a good stretch. I would spend 15 or 20 minutes [on] instruction and drill. I've got to show you some drills you have to do everyday. Then, I hear a bunch of kids [say] "agh." They have to learn them anyway. You go right in and introduce those skills first and then go into games.

What Jim referred to as instruction (one of the few references made about teaching students something substantive in physical education content) actually pertained to teaching students in his class how to do a series of drills (skills practice). In general, the participants placed more emphasis on doing drills correctly than on mastering specific skills practiced in these drills.

The participants reported that instruction about rules and skills necessary for game play take place during the first two and three classes of a new unit. Andrea described the first couple of classes, where instruction would generally take place, as the "most boring." As a prospective teacher, she could not wait for the games to begin. Other participants shared this viewpoint.

Andrea: The first class would be like the nitty-gritty. It'd be the most boring class because [students] would be learning everything. [You'd] teach'em how to drive, how to hold their arms [and] some skills to dodge. [In] the first class you do a lot of drills [and] I'd talk about the rules of field hockey. That would take up a major part of class. In the next classes you'd start in playing games.

It was not clear who prospective teachers believed would be bored with instruction--the students enrolled in class or the prospective teachers themselves. Perceiving the students as being bored is one indication of an underlying assumption the participants made that students already know how to play the games offered in physical education. Concerned about maintaining "order in the gym", the participants would rather keep student interest by engaging them in game play than spend time teaching them the skills of the game.

The participants believed that students who did not know how to play those activities covered in class would automatically pick up game rules and physical skills simply by observing and participating in the class. They also believed that students who already know how to play learned to do so at an earlier time. Liz suggested students learned how to play in junior high physical education classes.

Liz: If it is volleyball, we just give them a ball and let them go at it. Usually, we explain to them how to play and everything else. It's already been done. They know how to play and what the rules are. In our junior highs, they teach them how to hit the ball. So they have played all of this in junior high.

Jim, Ryan and Liz thought it would only take a few minutes after class to explain the rules of a game or show game skills to students who were not knowledgeable or skillful. Unskilled students would have an opportunity to improve their skills during the 5 to 10 minutes of drill work provided in each class. These perspectives illustrate the strength of participants' beliefs that knowledge and skills necessary to play a game can be learned in a short time with little instruction from a teacher.

Ryan: [If a student did not know how to play football], you would have to go over it with them. They could get it during class...And if they weren't that bad, I would put them in a game... If you had a couple of minutes as you're walking toward the locker room, you can explain it to them more.

On the other hand, these descriptions may reflect the prospective teachers' own boredom with instruction as students. These participants already know game rules and possess proficient personal skills for playing many games. Possessing athletic abilities may have shaped these prospective teachers' views about other students' abilities to learn and play sports. It would seem that participants were operating on the assumption that, "If I know how to play, everyone must know how to play, and if they do not, they will catch on easily; and if they do not catch on easily they must not be trying and, thus, are bad students."

Whatever the reasons behind the comments about boredom in physical education classes, the participants made naive assumptions about how students learn. Their beliefs about casual instruction in physical education class are the direct opposite of the

beliefs many physical education teacher educators have about instruction. Teacher educators must be aware that these are powerful perspectives held by prospective teachers and may serve as barriers which prevent would-be teachers from learning more in-depth pedagogical content knowledge, such as planning skill progressions.

Good Kids/Bad Kids. Countless interactions take place daily between physical educators and students. These prospective teachers were able to share their perspectives about these interactions. Once again, an underlying assumption that students may misbehave in class emerged, and this assumption focused the participants' attention on maintaining control of class situations. Andrea believed students intentionally try to take advantage of a teacher, and she offered advice on how to handle these disruptive students.

Andrea: "There are a lot of kids you have to watch out for... A lot of kids will try to take advantage of you and you have to watch out for that. I'll let you know which kids you have to lean harder on and which kids you can let go.

Charlene suggested a tough approach when dealing with students: "[Know] how to control kids. Just make sure that you know that they know that you are the boss. You have to put your foot down a lot of the times."

Jim shared Andrea's and Charlene's point of view that teachers must demonstrate that they are in charge of class. If a teacher fails to do that, then students would surely become unruly.

Jim: You have to have authority over the kids. You've got to be able to tell them to do [something]... I would not be too lenient on [them] because they will screw around and you can get hurt screwing around in [class]. Don't be afraid to be a little stern... You've got to know what you are doing.

Student behavior, whether good or bad, is only one part of teacher/student interactions. All interactions involve negotiations between teacher and students. Negotiations are driven by individual agendas. These prospective teachers' agendas focused on such things as ways to uphold the rules, policies, and curriculum instituted by the school (Denscombe, 1985; Doyle, 1985; Lacey, 1979). Other parts of their

agenda that influenced their perspectives were more personal, e.g., the characteristics of individual physical education teachers. Ryan commented indirectly about the personal qualities of physical education teachers through his descriptions of teacher behavior.

Ryan: [The teachers] are good people. They expect a lot out of the kids and they get a lot out of [them]. They are very understanding. If [students] can't get it, they won't yell at them They'll work with them. If there is a problem they will talk with them about it. They'll sit down and talk with them for a few minutes. They are really good with kids.

Students enter class with personal agendas as well. In this study the prospective teachers perceived student agendas for physical education to include a break from academic classes and a chance to enjoy physical activity and socialize (Allen, 1986).

Recognizing that individuals bring personal agendas to both the teacher and student role, one can see how interactions between teacher and student(s) largely focus on negotiations of personal agenda items (Ball, 1984). These negotiations take place within established class routines that teachers and students help construct and maintain. The participants were able to describe negotiations which may occur when they become teachers. Bonnie talked about getting students to participate in class. Her description of what she would do as a teacher was vague, but one strategy she did suggest required manipulating the puck toward students who are standing around during a floor hockey game.

Bonnie: I try to get [students] going. I try to get them moving around a little bit. I try to give them a little incentive. But you really can't force [students] to do anything. [The most] you can do is throw the puck to them and see if they will move around and try to get it.

Andrea's description focused on teacher/student negotiations about changing clothes for physical education class. She is willing to talk with students to get their point of view in order to resolve the situation.

Andrea: [If there is a problem about changing] maybe have a conference. Talk to [students] about it, and see if things can be worked out so they'll change for class. Or we can work out something else if there's something the matter.

The prospective teachers in this study would use their established work systems (class routines) to determine good and bad student behavior. For instance, good students arrived in class on time, changed their clothes and actively participated in drills and game play, while bad students tended not to change into acceptable clothing and exhibited behaviors such as standing around or sitting off to the side of the gym, each instance a direct violation of the management routines in place.

These prospective teachers viewed good student behavior as a product of successful negotiations. In situations where negotiations fail, they described student action as misbehavior. Participants believed they would respond to good student behavior with rewards and to student misbehavior with reprimands.

The participants reported two major student misbehaviors: not changing into gym clothes and not actively participating in physical education class. Jim reasoned that some students do not change because they are intimidated by the higher skilled students in class. He recognized this as a problem, but had no idea what to do about it.

Jim: I would like to see a little more participation. You've got a handful of kids that participate every day and you've got your handful that come in with just jeans and their jacket and just sit down and watch. If we had everyone participating we could have some good games. It's just that some of those kids feel inferior to the jocks, if you want to call them that. That's why they don't change.

Even when most students in class changed, Liz described a group of girls as a problem because they stood around in their gym clothes and did not participate. Liz would reprimand these students' lack of participation by giving them lower grades. Casual subjective observation would be her method of grading.

Liz: Most students are pretty good, they'll change [their clothes]. If the student is not always changing, then you send them to the office and let the principal deal with it. There are a lot of girls that change, but they'll stand to the side. They'll just talk away all class if you don't say anything to them. They may change every week, but they don't get an A. They may get a B+ or B. [You grade] on how they participated. Not really on how good they are, but on how hard they worked, how much they wanted to be there, their attendance, and how much they've changed [their clothes]. If they are running around, and if they are really trying. You can just tell by their body language, by their reactions, if they want to be there.

Bonnie, too, referred to nonparticipation by students as a problem. She included those students who produce notes from the nurse or parents/guardians. She admitted there is nothing a teacher can do about these students except make physical education class as interesting as possible.

Bonnie: There are going to be people who are just going to stand there. There are always going to be people who have a note. If the note's fake, you send them to the principal, but you can't do anything about it because you can't force them [to participate]. In gym, [students] can run around and talk a lot and make noise. It's not good for them to stand there because in [gym] [you're] suppose to be doing some activity. So you have to break them up...You just have to try and make it as interesting as possible.

Jim, Liz and Bonnie have made it clear that students not changing clothes or participating in physical education class can jeopardize "order in the gym." They tended to place fault with the students (blaming the victims) for this behavior and were unaware of any underlying operations in class that may contribute to this kind of student misbehavior, such as students not wanting to get sweaty or students not feeling comfortable participating in physical activities.

Summary for More than a Routine

In thinking about the roles of physical education teachers, the participants in this study focused their discussions around what teachers do during the school day (daily routines) and the ways they manage student behavior. The participants believed teachers spend much of their time outside of the gymnasium monitoring student behavior in homerooms, study halls, restrooms, hallways and in the cafeteria, making sure students comply with school rules and regulations.

The participants believed teachers are concerned with maintaining order during physical education class. They defined order by labelling student behavior in class. Student compliance with class routines and rules, such as changing clothes and participating in activities, was regarded as appropriate behavior. Noncompliance such as sitting off to the side during class was considered student misbehavior. The participants believed they would demonstrate their authority as teachers by rewarding

good student behavior with high grades and reprimanding student misbehavior with low grades.

Pedagogical Knowledge

Teachers are involved with other aspects of teaching besides the rote duties and responsibilities described previously. In this section, several researcher-identified aspects of teaching physical education (curriculum use, teacher planning, student learning, grading and definitions of successful teaching) will be presented as described by the participants.

A Multi-Activity Approach To Physical Education

Generally, a curriculum includes goals and a rationale for an entire program as well as a fairly detailed description about the activity units included. Each unit usually is accompanied by a set of specific objectives and learning activities. Physical education programs in schools may use one or more curriculum models, such as adventure, fitness, multi-activity, sports education, social development or a conceptually based program (Siedentop, Mand and Taggart, 1986).

The word curriculum was not used by the researcher when the participants were asked about future physical education programs. It was assumed that participants either would not know any meaning for curriculum or that the use of the term by the researcher would connote certain meanings, thus possibly limiting the amount and type of information the participants could provide about physical education programs. Instead, the participants were asked to describe the things they would include in their future programs.

All the participants described a multi-activity approach to their physical education programs. Multi-activity models tend to offer a wide variety of sport activities (including team sports, individual and dual sports and recreational activities), which are typically not presented in any substantial depth (Siedentop et al., 1986). Charlene listed a variety of activities that would be included in her physical education program.

Charlene: I'd probably start with the curriculum [to] give the kids more of a variety of activity, like racquetball, badminton, indoor soccer, speedaway, ropes course, field hockey, basketball, archery, running, walking, street hockey. In the winter time you get activities like cross-country skiing, volleyball, basketball and gymnastics.

Bonnie also reported various physical activities, and like Charlene, listed them by seasons (i.e., fall, winter and spring).

Bonnie: Units usually go soccer, volleyball, hockey and basketball. And we'll have swimming in the springtime so kids don't freeze. We have football and softball [and] sometimes [we have] aerobics and weight room for the boys. The kids don't mind the way [the units] are set up.

Presenting students with a variety of activities to meet their interests and to assist their physical and social development was the rationale these participants envisioned behind this curriculum model. What the participants did not mention was that multi-activity curricula also enable teachers to adapt physical education programs to their own needs. For instance, activities within the program can reflect the strengths and interests of the teachers as well as complement available equipment and facilities (Siedentop et. al., 1986). Unfortunately, some physical educators who implement a multi-activity program are not clear about program objectives. Their programs often become supervised recreation in which the focus is student satisfaction and not student learning.

Scope. The prospective teachers in this study pulled the content for their envisioned physical education programs directly from their memory of activities offered in their own high school programs. This process of recall shaped the participants' ideas about the types of things that can be included in physical education curricula and perhaps limited their imaginations about what is possible. As a result, each participant believed that students should be exposed to a variety of sports in physical education, such as flag football, soccer, volleyball, basketball, floor hockey and softball.

Nine of the 10 participants believed they, as teachers, would make decisions about which activities to include in the curriculum based primarily on what students would

enjoy. These participants reported that they would involve students in this decision-making process by informally asking them to describe activities they would like to do in physical education. These prospective teachers believed they were meeting student needs by asking students to name activities they enjoy and by giving them an opportunity to choose activities in which to participate.

Andrea: I think it's good for kids to have a choice of what they want to do. Not all teenagers like to do the same things. A lot of teenagers aren't as athletic as others, so to do the orienteering course and learn about mapping would more interesting than to run around and shoot a basketball. I think when someone has a lot of choices, it [gives] them a better rounded education.

Although Andrea and the other participants talked about their concern for meeting student needs, they were more likely responding to the problems of teaching as defined by their experience as students. For instance, Andrea talked about providing students with a well rounded education, but she was primarily concerned with student interests and not student learning. By maintaining students' interest, Andrea and the other prospective teachers believed they would remain in control of student behavior.

The participants did not describe a formal activity selection process for soliciting student activity preferences. They may not be aware that physical education teachers may use various elective/selective processes. Although students might be asked their activity preference, the participants believed the final decision regarding activity selection was the teacher's. Spencer pointed out that teachers usually make these decisions before the school year begins.

Spencer: Well, it's pretty basic, every year we have the same thing. It's already written up on a piece of paper. What activities we are going to do: racquetball, touch football, outdoor soccer...I don't see why we should change it.

He asserted his opinion that teachers should engage in some form of long range planning, at least at the level of activity selection.

Constraints. These potential teachers named some constraints which overshadow the effectiveness of their preferred multi-activity approach to physical education programming. Availability of equipment and facilities were the two mentioned most

often. Bonnie pointed out that the availability of equipment determined the activities offered in a program. Schools that do not have badminton nets, racquets, birdies and court lines on the gym floor most likely will not offer badminton. Also, equipment that posed a safety hazard was removed and the corresponding activity was not offered. The participants in this study were aware that the amount and type of equipment and facilities can limit or enhance the sport activities offered in a program.

They also recognized weather as a potential threat to offering certain activities. In foul weather, outdoor activities must move inside where limitations often erode the attractions of the game. The changing seasons also influenced the activities offered. Jim made this point very clearly, "You're not going to play touch football [outdoors] in January. That [would be] ridiculous." Ryan listed activities that might be offered during different seasons.

Ryan: This is the first quarter, so we will be doing tennis and cross country. [We'll] go over the fundamentals of [each]. In the [winter] we will be doing street hockey, basketball and swimming. And in the springtime we concentrate on the track [and] softball. It is near the end of the year so we will do softball.

Summary for a Multi-Activity Approach to Physical Education. The participants envisioned a multi-activity approach to physical education programming. Their perceptions were based on the activities presently offered in their own high school and elementary physical education programs. The participants believed students should be allowed to choose activities they would like to participate in, but that teachers make the final activity selection.

These prospective teachers viewed a physical education curriculum as fixed and unchanging. The activities they selected would remain the same from year to year, changing with the seasons. A fixed curriculum is a direct contradiction to their beliefs about meeting student needs by consulting them about the activities they would like to engage in during physical education.

Teacher Planning

Most participants described planning from the perspective of teacher behavior, not desired student outcomes. Three progressively more sophisticated levels of planning, however, were apparent among the 10 participants: (a) knowing your teaching schedule, (b) making mental lists of activities done in class and (c) demonstrating skills and explaining rules.

The simplest level of planning reported by participants required teachers only to know what activity they were responsible for during each period of a school day. For example, Spencer responded, "Plan my classes as a teacher? Yeah. Well, whatever we have [listed as an activity] that's what we have." Judy stated, "Yes, [I plan] just by seeing what activity is going to be next." The participants believed knowing their teaching schedules was necessary in order to show up to class on time with appropriate equipment available.

The second level of planning required teachers to know their teaching schedules and to make mental lists of those exercises and drills they would have students perform in class before engaging in game play. Jim reported, "Basically, I just plan what I am going to do for warm-ups and skill. Once everyone [has] completed it, I begin the game." Ryan also described his initial activities: "Five minutes of good hard stretching to make sure they are loosened up. Then do about five or six easy laps. Then go over some rules [and] play a game."

According to the participants the listing of activities and drills can be done in teachers' heads, especially if they know how to play the sport well. If individuals have difficulty remembering, then (and only then) did the prospective teachers believe one should jot down notes as a reminder.

Bonnie: You just might want to jot them down and have that paper with you when you're trying to explain the rules to the students who have never played before or just forgot certain things. And I might want to write things down to help me remember how to do it.

In the third level of planning a few of the prospective teachers went beyond listing activities and reported ways to show skills and explain rules to students. When the prospective teachers reported on this level of planning they tended to include other things that they would like students to pay attention to or learn. For instance, Andrea provided one variation within this level when she stated she would teach students basic plays along with skills so they could play safely during games.

Liz advocated planning lessons that would encourage student learning. She illustrated this point by planning a progression of skills in class. She stated, "If you were going over basic skills, there [is] a specific order you [want] to teach [students] so it would make it easier for them to understand."

Some participants even believed planning was unnecessary. This belief was fueled by the assumption that "If I know how to play sports, I know how to teach them to others." For instance, Scott believed he would not be teaching physical education if he "didn't know sports" already. Spencer also believed that content knowledge of sport facts and concepts is the basis for one's ability to teach, and he believed he had that knowledge.

The other participants implied that they, too, have content knowledge about the activities they would offer students in a multi-activity curriculum. What was lacking among these participants was in-depth subject matter content knowledge. Such content knowledge includes the basic facts and concepts of particular sport activities and games as well as an understanding of their underlying constructs (Shulman, 1986). In addition, the participants seemed totally unaware of either pedagogical content knowledge (the content represented in forms easily encountered by the learner) or general pedagogical knowledge in the sense of generic strategies designed to assist learning.

Charlene expressed the idea that planning was not important because whatever she decides to do in class "just comes off my head." Charlene seemed confident that she will be able to think quickly of things for students to do in class. This response raises questions about the types of knowledge prospective teachers have or believe they need to

have about teaching skills. The beliefs that planning is only a listing of activities and that teaching actions "simply come to mind" imply that these prospective teachers think they already have the content knowledge and pedagogical skills necessary to teach physical education.

Lynne stated that she would not plan because she is "too lazy to do it." Yet she would provide plans for a substitute teacher. According to Lynne, teachers must plan for substitutes because one can not let them "go [into physical education class] not knowing what to do." Much like Charlene, Lynne would approach class with the confidence that she could make on the spot decisions about what to do with students.

Andrea expressed a different reason for not planning. She stated, "Gym class is really for fun, and you can't teach because it's not something [students] want to do". Her statement also illustrates one primary purpose the participants held for physical education, that is, an opportunity for students to take a time-out from other academic classes to play games. It also reflects the participants' perspectives about class routines in which most of the time is spent playing games. The only planning such game play requires is devising ways to divide students into teams.

Prospective teachers do have some knowledge about content and pedagogy. Their content knowledge of different sport activities, however, seemed more substantial than their knowledge of teaching skills. Since planning occurs in various degrees of sophistication and complexity, teacher educators must find ways to move prospective teachers toward more elaborate forms of planning that include the conscious organizing of subject matter and the selection of teaching strategies.

Most participants believed they would engage in at least rudimentary planning for classes, but their primary reason for planning was not to help students learn. The purpose of planning centered on knowing what activities to do when in class. The complexity of planning ranged from knowing what activity was offered during a particular class period (level 1), to listing activities and drills that would take place

during class time (level 2), to showing skills and explaining rules of game play to students (level 3).

Listing activities (level 2) was the most common means of planning described by participants and was similar to the format used by the four veteran physical educators in Placek's (1982) study. Those four teachers did not use the planning format often taught in college teacher training programs (i.e., written behavioral objectives, key points, activities, materials needed and a section for lesson evaluation). Instead, the four teachers planned by simply listing activities either in their heads or writing them down on paper.

The prospective teachers in this study held simplistic views about planning for physical education classes. They may hold these perspectives because they have not observed teachers planning or because they believe that physical educators do not spend a great deal of time planning.

Student Learning

The participants were able to list clearly specific skills and behaviors they believed students should learn in physical education. They thought students would acquire these sport skills and social behaviors simply by attending classes. The participants did not view the physical education teacher as a central player in the learning process taking place in class. Instead, the participants implied that students would learn sport skills and social behaviors by their own experiences in physical education. The teacher's role was more indirect; the teacher served more as a director and supervisor of activities. Since learning sport skills and social behaviors were believed to be inherent in physical education class, the prospective teachers did not concern themselves with the process of learning; instead they were more interested in the skills and behaviors students were able to display.

The researcher grouped participants' responses about the things students should learn into four categories: fun, sport skills, social skills and fitness. Most of the

participants believed students should learn to have fun, play a sport, follow basic rules, do the skills of a game, and play fairly with others while attending physical education classes.

Fun. Having fun in physical education was stated most often by these prospective teachers as something students should experience. The participants believed students would have fun in class because they, themselves, viewed games and sports as fun to play. The emphasis that the participants placed on "gym being fun" may also imply that other aspects of school life are not fun. For instance Bonnie believed, "[Gym] gives them a little activity, freedom from thinking all day in classes. [A] time to have a little fun."

Sport Skills. The participants believed that playing sports and games in class was just as important as having fun. As stated in previous sections, prospective teachers believed they would spend much of class time involving students in game play. It made sense, then, that most participants believed students should learn how to play a game, which requires knowing basic rules and skills. Yet the participants held a strong belief that students would learn to play games with little instruction and practice. They believed teachers only need to spend a brief period of time at the beginning of a unit showing (demonstrating) game skills and explaining rules. Any practice time tends to be incorporated into drills which serve more as a warm-up for game play. Therefore, students are expected to learn how to play sports while participating in or observing a game. Any learning that takes place becomes a direct result of game play and not because of any formal instruction.

Social Skills. Social skills contained the most diverse list of responses given by participants. Most of the items listed were specific to the individual participant. Differences in the items named by the participants illustrate the diversity individuals bring to teaching. In other words, what Spencer thought was important for students to learn socially may be different from what other prospective teachers thought. One can speculate that these stated differences will become more apparent when Spencer and the

others become teachers. Even though most items in this category were specific to the individual, there were two items that were shared by several participants. Five out of 10 participants would like students to learn how to play with one another (i.e., play in a fashion where no one gets hurt, cheats or feels left out). For example, Bonnie explained how students should get along without physically injuring one another.

Bonnie: I'd like them to learn, teach them how to pass the [ball] so there [is] more fairness in the game...No really killing each other going for [the ball]. I've tried to be as friendly as I can so they can learn to be friendly too. Kindness to your teammate as to your opponent. They're not out to kill you.

The remaining items within the social skills category were part of students learning to play with one another. For instance, sharing was held by three participants as important to student learning. Scott believed that he would model this belief during class for his students to follow.

Fitness. Liz and Charlene were the only participants to say that students should learn about fitness. This is surprising, since 8 of the 10 participants stated physical fitness as one purpose of physical education. Perhaps the participants perceived physical fitness as a purpose, but did not really believe attaining fitness actually took place in physical education classes. This speculation raises questions about that which is perceived and that which is believed. As often is the case with school curriculum, what is written in the curriculum guide and perceived as reality may in fact not be the same reality that occurs in the gymnasium. These participants may have perceived fitness as an important purpose of physical education, but one that was not practiced in the gymnasium or one that they assumed would occur through student participation in game play.

Summary for Student Learning. Learning as defined by Webster's Seventh New Collegiate Dictionary (1972) means "gaining knowledge or understanding of or skill in [something] by study, instruction or experience." The participants were unable to provide explanation about the learning process students would engage in to learn fun,

sport skills, social skills and fitness. There may be several reasons for their lack of explanation: (a) would-be teachers have not yet thought about how students should go about learning new knowledge and physical skills, (b) the participants have not paid much attention to the ways students learn new knowledge and physical skills in their physical education classes, and (c) the participants have not experienced any formal process for learning new knowledge and physical skills in physical education classes. In the absence of clear descriptions about the learning process, the participants believed what students learn in physical education was a direct result of those activities occurring in class.

Student learning typically is evaluated by teachers. In the next section, the participants described the criteria and the process they believed they would use to grade students in physical education classes.

Grading

The purpose of this section is to describe how these prospective teachers believed they would evaluate or grade students in physical education classes. The evaluation process has been divided into four parts: criteria for grading student participation, reasons for varying degrees of student participation, the grading scheme and motivating non-participants.

Criteria for Grading Student Participation. As future teachers, the participants believed they would grade students on their level of participation in physical education class. Four criteria were used to evaluate student participation: attendance, a change of clothes, level of involvement in physical activities and athletic performance during game play. The participants would assign points to each criterion they observed to determine student grades. This grading system reflects those elements reported by experienced physical education teachers (Veal, 1986).

Grading student participation as described by these 10 prospective teachers was a subjective process (a judgment call). To understand this process, one must first

understand that these prospective teachers believed students participate in class to varying degrees. Placing student participation on a continuum (Figure 3) best illustrates these differences in student participation.

In Figure 3 nonparticipation lies at the left end of the continuum, while active participation lies to the right. The most extreme form of student nonparticipation (and easiest to evaluate) was student absence from class. The next most obvious degree of student nonparticipation was attending class, not changing into athletic clothing and sitting on the side. Moving along the continuum, students became more involved in class by changing their clothes and engaging in activities to various degrees of intensity. When students changed their clothes and physically engaged in activity, the participants had more difficulty determining the intensity of student participation. The highest level of student participation was when students arrived on time to class, changed their clothes, and actively played in all class activities. Only 4 of the 10 participants reported that they would grade students on their athletic performance. These four stated that students demonstrate athletic ability only while actively engaged in class activities; therefore, the participants believed those students who participate at the highest level on the continuum perform sport skills the best.

Even though four participants mentioned grading students on their athletic abilities, all of the participants believed students would improve their athletic performance or the ability to perform sport skills by actively engaging in class activities. Some participants were more concerned with students correctly performing a warm-up drill rather than learning the sport skills the drill was intended to emphasize. For instance, Jim explained that he would not spend any time instructing students on how to perform various skills of a game, such as the jump shot in basketball. Instead, he believed students would learn the basic fundamentals of a game by performing a certain drill like the basket-weave in basketball and not a specific skill like the chest pass.

Student Involvement in Class Activities: Effort and Attitude. The level of student

involvement or student active engagement in class activities was not measured as easily.

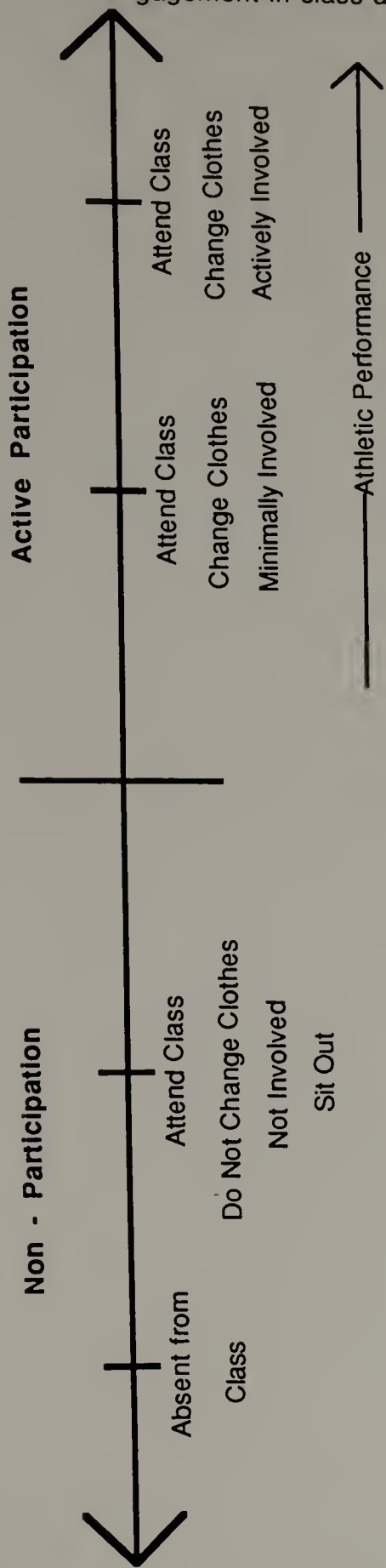


Figure 3. Student Participation Continuum

as class attendance and a change of clothes. The participants believed they would subjectively evaluate student involvement in class activities and would base this evaluation on two categories: effort and attitude.

Effort was the most important criterion participants used to evaluate student involvement in class activities. If students "try hard" and "do their best" while participating, these prospective teachers believed students were putting forth good effort and would assign them higher grades. Good effort began with student attendance and a change of clothing for class. The most important aspect of effort referred to the ways students involved themselves in class activities. For instance, Bonnie believed if a student moved to the puck or called for a pass while involved in game play, then that person was putting forth good effort and deserved a high grade.

Bonnie: If you are never [in class] you are going to get a real bad grade. If you are there, but you play half the time you will get an average grade. .. I would probably see if it's your fault or not. Like if you are not getting passed the puck and you are yelling 'pass it to me' ... you would get maybe a B+. If you are there all the time, and you play all the time, you will get a very high grade.

Charlene pointed out that effort required one to move around during class time.

Charlene: If you sit on the sideline, you know, la di da, you're not going to get as good a grade as if you're out there moving around, trying your best. And if you're not changed at all you're not going to get a good grade.

Determining the degree of effort students put forth in class was the most difficult thing for these prospective teachers to explain. Yet they believed they could determine student effort accurately by getting to know students on a personal level. None of the participants mentioned the difficulty they might have in getting to know the large number of students who would be attending their classes during the course of one week. For example, an elementary physical educator may travel to two, three or more schools per week and hold anywhere from four to eight classes per day. If one estimates a minimum of 20 students per class, the elementary teacher will see hundreds of children per week, thus making it extremely difficult to get to know any of them on a personal level. At the secondary level, the physical education teacher may see a class of 25

students two or three times per week, teaching a minimum of five classes per day. They, too, will see hundreds of students during the week. Either the participants were not aware of the number of students they would encounter each week as teachers or they were and still believed it was possible to get to know everyone.

According to the participants, attitude is related to effort. The participants believed they will judge attitude based on students' abilities to play fairly, follow directions, show an interest, win and lose graciously and get along with others in class. Like those for effort, the criteria used for evaluating attitude are also subjective.

Andrea: I think attitude has a lot to do with the grade. I look more at the attitude of the kids...that's why it's really important that you get to know the kids individually. Someone who has a bad attitude, like in field hockey. There are some guys that are really rude. They just run around the field and barrel over people, which can be dangerous. You can sit [them] down and talk with them. Tell 'em that [their] ability seems to be fine, but [their] attitude [needs to be worked on].

The participants reported that evaluating student involvement in physical education class would weigh more heavily than attendance, a change of clothing, and athletic performance. The importance of student involvement in class is directly related to the participants' general stance that physical education is an opportunity for students to take a break from other classes, to play sports and to have fun.

Reasons for Varying Degrees of Student Participation. Using the criteria for student participation, the participants believed they will observe students in class and eventually pass judgment on their participation and assign them grades. Before passing judgment, these prospective teachers will act like attorneys and present themselves with arguments or reasons why students participate in certain ways in physical education class.

These prospective teachers believed students participate for only two reasons: they enjoy playing the sport being offered in class, and they enjoy the break from sitting in other classes. These reasons mirror the participants' own statements about the purposes of physical education. The list of reasons given by participants for why

students do not participate in physical education class is significantly longer than their list for why students do participate. One primary reason for non-participation is that students dislike changing into athletic clothing after spending time at home dressing for school. Judy added that students also do not want to get sweaty.

Judy: The main reason why people don't like taking gym, [is] because they don't want to mess their hair up. They really don't. They don't want to bother changing into different clothes. They don't want to get all sweaty.

Four more participants shared Judy's perspective that students do not like to change their clothes and perspire. They talked about students, particularly girls, spending a great deal of time showering, drying their hair and dressing before school. The last thing these students want to do when they arrive at school is change their clothes and disturb their appearance. The students reluctant to change clothes, mess their hair, and get sweaty feel they do not have enough time after class to shower and groom themselves again.

Charlene volunteered several more reasons why students sit on the sidelines. She stated that some students have no athletic clothes to wear or suffer from illness. As she described these reasons, her frustration over student non-participation in class became apparent.

Charlene: It's so stupid. Some [students] don't bring their gym clothes, but I think they do it on purpose so they don't have to participate. I know some people don't have any clothes or don't feel good. [Some don't bring their clothes] so they could do their homework or study for a test. Usually [these people] will make up their classes. Some don't care, and they just fail gym. I mean how hard is it to fail gym?

Lynne and Bonnie made distinctions between some students who do not like physical education class at all and others who may not like the particular activity being offered at the time. Lynne described students who dislike physical education.

Lynne: Some kids don't like gym or they don't like doing [the activity]. They would rather sit in a different class like child development or something. A lot of people like gym, but a couple don't. They [are] lazy.

Bonnie described a student who would rather participate in some other physical activity.

Bonnie: Some of them don't like basketball, and they don't want to play. They'd rather be playing hockey or something. There's just certain sports they like better. They may not like gym at all. But usually it's because they're with their friends and they want to talk and chat, and this is the perfect time because you don't have to stay quiet. You can run around and talk a lot and make noise.

Bonnie added that students may change their clothes, but may exhibit a low level of active participation because they would rather socialize with their friends. The participants appeared to understand that socializing is a primary objective for students in any class (Allen, 1986).

Andrea exhibited frustration over the fact that students do not change clothes for physical education, and she was unable to explain this phenomenon. She did offer suggestions about finding something for these unchanged students to do to occupy their time during class.

Andrea: I have no idea. I could never understand why kids did not want to change for gym. They sit there all period - just sit there in the corner. It's not as if they are handicapped or something. I never understood it and I still don't. There's so many students that don't change, [that] I've been trying to pin point something they can do without changing. I don't know why they don't change. They just don't.

Several other participants offered the same simple solution: find an activity these students will like. None of the prospective teachers suggested that student non-participation may be the result of teacher actions or the result of systemic problems inherent in schools.

Gender-Based Student Participation. One other reason for varying degrees of student participation that emerged from participants' interviews was the perceived difference in participation by gender (Figure 4). The prospective teachers focused their discussion about non-participation on female class members. They used language that was inclusive of both sexes in their discussions, but when asked to give examples, the 10 prospective teachers usually chose to illustrate their points with female non-participants. Generally, the participants stereotyped boys as being more athletic than girls and more willing to get sweaty in class. They stereotyped girls as not liking to participate and as

choosing to stand around during class time. Scott believed girls do not like to participate because they do not wish to upset their appearance.

Scott: It's mostly girls not wanting to mess their hair up. So they don't take gym and then they fail. ... I don't think the girls would really enjoy [tag football] because they are afraid of the ball. They would break a finger nail or something. And weight lifting, I just don't think girls would get into weight lifting. Sometimes I have to say it is their own fault. I mean, if a girl is afraid to break her fingernail and mess her hair up, then that's her fault.

Aside from "messing up their look," the participants believed girls feel awkward and self conscious in athletic attire such as t-shirts and shorts. Jim illustrated this point:

Jim: Because they feel embarrassed... They don't want to look bad if they do something stupid in gym, especially if they have a big self image to uphold. And then there are some girls who, just like the chubby ones, they're afraid to get out there, because they're afraid they're going to be rejected.

Liz, on the other hand, attributed the girls' low level of participation to their desire to socialize with one another.

Liz: There [are] a lot of girls that change, but they'll just stand to the side. They'll just talk away all class if you don't say anything to them. They'll play once in a while. They'll walk around and then run. You can tell if they are participating or talking with the people that are playing. They get a low mark. They may change every week, but they don't get an A.

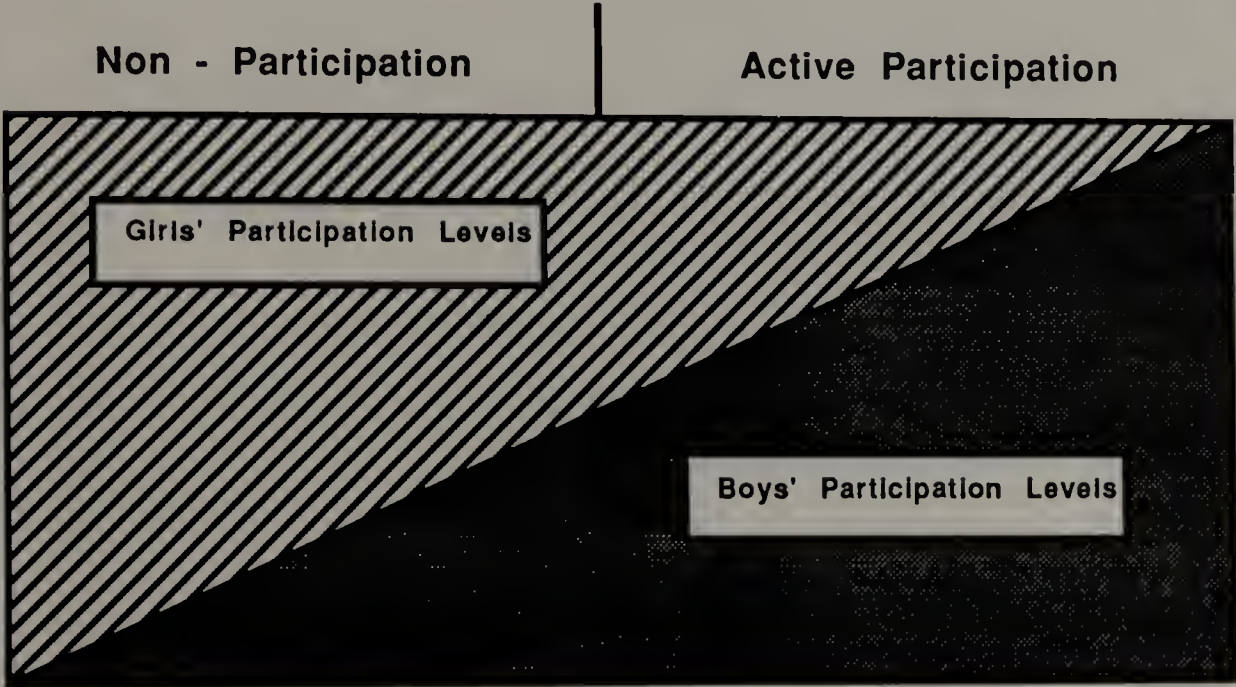


Figure 4. Participation Levels Based on Gender

Most of the participants did not think highly of the way girls participated in physical education classes. They placed the blame for this apparent disinterest and lack of participation on the females. They believed if girls wished to participate, they would. Instead, they thought that the female student was more interested in maintaining her own appearance and talking with friends during class.

To some degree, their assumptions may be correct. A large emphasis in youth culture is placed on appearance, and females may believe it is important to look their best at all times. Many females may consider it impractical to shower and re-work make-up and hair styles in the short time provided after class. Therefore, they choose to not participate fully or at all in physical education class.

These prospective teachers did not acknowledge their stereotypes about gender participation in sport: boys are more athletic than girls and girls tend not to like physical things. Instead, the participants pointed out differences in participation with no explanation and perhaps no understanding about why this happens. As a result, they were quick to blame girls for their lack of "effort and attitude" and would give them poor grades.

It is important to note that these prospective teachers already have set ideas about why students do and do not participate in class. They already are prepared to assess students' behavior based upon their ideas. It is disturbing to think that these young men and women, future physical education teachers, are already placing people into stereotypically defined categories without fully exploring or understanding why.

The Grading Scheme. The participants referred to casual observations (eyeballing) as the principal means by which they would derive grades for their students. Seven participants described a percentage or point system that they would use to grade their students.

Spencer: I'd say 25% of [grading] is changing. If they wore the same shirt... a flannel shirt or a sweater, you should make them change it. If they wore a t-shirt, it's all right. You would have to have a change of clothes and attendance. Fifty to

70% is how well they try participating in class. You can usually tell by the look on their face, if they are trying or not... And another 5 % is their skill... You have to give them a skill grade [to] say how well they do basketball, do lay ups or volleyball, [like] how well they can set up and hit the ball over the net. Everyone who tried [in class] would probably get a good grade.

Most participants reported that they would probably use point systems to grade students. In a point system, students receive a certain number of points for each class they attend, change for, and participate. Lynne described a 10 point system.

Lynne: Give the [involved students] a perfect score on a 10 scale, unless they aren't doing everything that you are telling them to do. I'd give them a 10 for trying. A 10 [is the] highest and a zero is the lowest [grade]. [If they do] most everything, give them an eight, half the stuff, give them a five.

Lynne's description is somewhat general compared to the specific criteria Scott used to assign points.

Scott: This is how I do it. The kid goes up and participates in everything, he gets 10 points. The kid shows up and horses [around], he gets minus two points. You warn him once [and] tell the kid to knock it off. Every time I have to tell him after that, it is minus two points. If you have a person that's not even trying, you minus points, like I minus two points for everything. And if a girl is like messin' [around] and she doesn't want to get her hair all messy, I keep minus- ing points. If a guy does the same thing, I minus points.

Ryan described a variation to the 10 point system, but his underlying criteria for grading (attendance, a change of clothing, active involvement in class activities and athletic performance) remained the same.

Ryan: What we do in the system is a check minus is not acceptable, check plus is an A and a check is average, a B or C. A check-minus could be a D or F. A check-minus minus is an F and a check-minus is a D. We use a check for appearance (changing clothes) and a check or whatever you feel at the end of class for participation.

Regardless of how specific or general the criteria used by these prospective teachers may seem, their point systems should not be mistaken for an objective approach to grading. It is clear that these simple techniques only reflect prospective teachers' own judgments about student behavior.

Motivating Non-Participants. The participants were able to list reasons why students do not participate in class. They also had specific ideas for making students take part in class. First, all the participants would threaten student non-participants with

poor or failing grades. Most believed that if they told students that non-participation would affect their grades, students would comply with expected participatory behavior. Some participants would try verbally to encourage students to participate. They would separate those students who stand around and continuously get themselves off task. Some prospective teachers would physically maneuver the ball or puck around a game to get more students involved. Overall, these prospective teachers would try to make the class as interesting as possible. This supports the underlying assumption held by many teachers that as long as students enjoy and like what they are doing, they will participate in class. For those students who are unable to participate or have to miss a class for one reason or another, these prospective teachers would provide them with opportunities to make up classes.

Summary for Grading. Grading for these 10 prospective teachers was not an objective assessment of student learning, but rather a subjective evaluation of student compliance with four criteria: attendance, a change of clothes, active involvement in class activities and athletic performance. Attendance and a change of clothes were easy for participants to evaluate; students are either present or absent from class, and students either change into sport wear or remain in their school clothes. Active involvement occurred in varying degrees and was more difficult to assess. The prospective teachers divided participation into two categories, effort and attitude. Effort was the primary criterion for evaluating active involvement and was defined by how hard students "tried their best" in class. The prospective teachers considered student effort by gender, with girls putting forth less effort than boys. Attitude was based on students' abilities to play fairly, follow teacher directions, show interest in activities, win and lose graciously, and get along with others.

The participants believed athletic performance coincided with active involvement in class. Those students who were to the far right on the student participation continuum

(Figure 3) generally were considered to be better athletic performers. Although prospective teachers reported athletic performance as a criterion for grading, they did not describe how they would evaluate students using this criterion.

The prospective teachers believed they would try to encourage student participation by threatening students who display low levels of active participation with poor grades. These would-be teachers provided only limited alternatives for encouraging student participation. For the most part, they believed it was the student's responsibility to engage actively in class, and not the teacher's responsibility to actively encourage such engagement through manipulation of curriculum and class context.

Grades are often considered indicators of student progress and learning in physical education class. This is based, in part, on the expectation that student learning is an important aspect of physical education. This perspective on grading supports a systematic model for instruction where assessment techniques are used to measure student learning and teacher effectiveness (Veal, 1986). Many physical educators, however, do not practice such a systematic approach to teaching. These teachers do not establish clear objectives for student learning, and student assessment tends to be only simplistic evaluation of student behavior in class. Such physical educators grade students on things such as attendance, a change of clothing for class, attitude, effort, improved self concept and performance of sport skills (Veal, 1986). Teachers pass along their vague criteria for grades to their students, who come to expect teacher evaluation to be based on these items. Since students wish to pass the course and teachers wish to maintain order, teachers and students negotiate for grades based on criteria for acceptable student behavior, which help each accomplish their implicit goals. Students behave as teachers want, while teachers are satisfied by relatively minimal compliance with expectations that have almost nothing to do with actual learning of subject matter.

Notions of Successful Teaching

The criteria used by the 10 participants for defining successful teaching can be placed into four researcher-generated categories: fun, sport skills, social skills and participation/effort. Of these four categories, the first was mentioned most often

Fun. Seven out of 10 participants believed they would be successful at teaching if their students appeared to be having fun in class. When students laugh, smile and talk with others while engaged in activities, then participants believed students would be enjoying themselves. For Bonnie, students talking positively about physical education with others outside of class was another indication that they enjoyed class. Bonnie also believed that if students liked the physical education teacher, then they would enjoy physical education class.

Bonnie: Hopefully the kids will talk to me. Maybe in the locker room you hear them, you know that was a fun game today.' You kind of hear things around school. The way the kids talk about teachers, other teachers may overhear something. You may hear kids really like you.

Sport Skills. If students know or learn how to play a game during physical education class, then the participants considered themselves successful teachers. All participants assessed whether or not students knew how to play games by watching them participate. Teacher success would be determined by students' abilities to show competence both in the rules and skills of a sport during game play. The criteria they would use to determine this included using correct form for skills while playing, utilizing correct rules for particular game situations, and playing a game without a teacher present to officiate. The prospective teachers would judge their students' abilities based on casual observations. Scott also would incorporate written tests into his units to assess their knowledge.

Scott: If the kids did good [sic] on the exam...and if they also know how to play it. I would also have like a test after each thing to see how much they knew about it.

Most of the prospective teachers attributed successful student skill performance to their teaching. However, this assessment contradicts the participants' belief that

students acquire skills with little instruction and practice. One can speculate that the participants were unaware of this contradiction.

The participants also made it clear that they do not believe it is necessary to spend a lot of time instructing students about the rules and skills of a game. Yet they reported that it is important for students to learn sport skills. This is another contradiction of which these prospective teachers gave no indication that they are aware. Given these contradictions, students without sport skills may be at a disadvantage in physical education classes taught by these prospective teachers.

Social Skills. If students worked together, played fairly, and helped one another when necessary, the participants believed they successfully taught them social skills. These 10 prospective teachers would determine through casual observation whether or not students were getting along with one another, and therefore whether or not they were successful teachers.

Andrea: I think I'll know when I've done a good job if I see the students getting along well, playing together...showing me what they've learned by demonstrating on the field in the game or even [by] helping out somebody else in a friendly manner and showing them how to do it, so they, too, can show me what they've learned out of the course.

Participation/Effort. All 10 participants named student participation and effort as indicators of teacher success. Teachers could measure participation and effort by assessing students' interest levels. They were interested if they came to class prepared to participate, if they paid attention to the flow of activities and if they engaged in some play.

Ryan added another dimension defining teacher success in terms of student effort. He believes that some students will never put forth an effort in class and will never get anything out of it. Those students' behaviors cannot be used to measure successful teaching, because, as Ryan implies, there is nothing a teacher can do about it.

Coaching

According to the participants, physical educators shed their "gym" teacher identities after school and emerge from locker rooms as coaches ready to lead athletic teams. Part of this transformation from teacher to coach included a shift in their expectations about sport from being fun to being serious work. They also reported two clear purposes for after school athletics which they would emphasize with their athletes: perform well and win athletic contests. In order to achieve these goals, these would-be coaches believed it was necessary to spend a great deal of time during athletic practices on skill instruction and practice time for skill and game play improvement.

This approach to coaching seems somewhat analogous to Rink's (1985) four stages of games skills development. In stage one, teachers, or in this case coaches, are concerned with students' abilities to control objects and implements, such as dribbling a field hockey ball. Stage two emphasized control under varying circumstances, such as dribbling a field hockey ball then passing to another player. Stage three progressed to small group play, concentrating on simple offensive and defensive strategies. Finally, stage four combined skill with strategies and involved students in full game play. Bonnie provided a summary of how she could handle practices that implied a progression of field hockey skills mirroring the four game stages of development.

Bonnie: When [players] first start out, find out who knows what already. Learn the basics, just like how to hold a stick. Hitting the ball around. Then practice driving. Then [do] simple drills, easy maneuverable ones. Then just keep working on harder and harder ones each day, getting more difficult as you go along. It has to be done that way because you just can't throw them into playing. You have to start off slow and move up.

Bonnie emphasized that a coach should not allow her athletes to play a game until they know the fundamentals. This perspective is contrary to the one she held for students in physical education classes, where she reported the importance of getting students into game play as soon as possible.

Lynne also described stages of skill development for a volleyball practice she envisioned conducting. She, like Bonnie and the other participants, would spend a lot of time practicing skills (Stage 1) in the coaching setting. Toward the end of each practice, Lynne would have players scrimmage in small groups to work on specific plays (stage 3). Lynne focused on athletes learning skills, which is also opposite to how she teaches physical education.

Lynne: Make sure you have a winning team...and practice and practice until you make it better. Have them practice hitting the ball until they can hit it without missing it. For volleyball, take 6 laps around the gym. Start bumping with a partner. Then play peppers, bump, spike, bump, set, spike. Then go through the spiking drills. Then go into like serve reception. Then go into scrimmaging back and forth. Do a triangle where you have six people on one side of the net and three on the [other side] and just play three on six. You just have spikers on the front row and the other side blocks. You play the ball like you are in a game situation.

The participants implied that coaches need to be well organized to help athletes perform well and win contests. According to these would-be coaches, good organization would require conducting detailed practices and disciplining player misbehavior.

The participants would demand more player participation in practice and provide players with more severe consequences for not practicing than they would for students who do not participate in their physical education classes. For example, Jim would not allow any player who missed or did not work hard in practice to play in a game. This opposes the belief he held about student participation in physical education. If students did not show up to or were not prepared for physical education class, then Jim would require them to make up the class, but they would not be withheld from playing class games.

Jim: After school I go out to football practice and check off the attendance and see who is there. Whoever is not there is going to be running, because that's the policy. You have to be there or else you run. [And] whoever isn't there, doesn't play. It is like grading in a way, because whoever is performing better gets the job on Saturday.

The participants were able to describe with precision the practices they would run. Their ability to provide such detail highlighted the importance they placed on after school sports and their role as coach. Scott's specific account of football practice best

illustrated this point. His description is smooth orchestration, one characteristic of a veteran coach.

Scott: All right, if I wasn't teaching, and all I had was a coaching job, the first thing I would do is write everything I do on a piece of paper and the time so I could check my watch. I'd have a clipboard with the plays and stuff and I would have it there...so I could know the exact time when we are practicing. In basketball the girls have to use the gym, too, so you have to make sure you time with care. So the first thing I would do is have them jog out to the field, have them stretch out and do agilities so they can get all warmed up, so they don't pull muscles.

Then, if it wasn't the first week and I knew who the starters were on both offense and defense, I'd separate them. All the defense would go with one coach. All the linemen would go with another coach, and all the linebackers would go with another coach. [These are] assistant coaches. You need more than one coach because it would be pretty tough [without them]. I'd go defense first. I'd have the coach teach them all the techniques, how to hit and how to tackle and stuff. It was more like the second week or third week and we had to have a game, I'd start having them hitting each other... And then I would break up and go into offense with the quarterbacks and the receivers in one place. Have the linemen with a sled... I would bring them in and they would go shower up. That would be one day, about two, two and a half hours.

Judy (a prospective track coach) would run a different type of specialized practice. She would organize a large number of athletes involved in different track events. As the coach, she planned to offer athletes a lot of individual attention and instruction, especially if they needed help.

Judy: If you are a distance runner, you're not going to do the same thing with a shotputter. Say you have a list of four people, one shotput, one sprinting, one hurdles, [and] one distance runner. You aren't going to have them do the same things. Maybe the distance runner will go out and run distance on the road one day. Then the next day do the same. And, if you were a sprinter, you might be doing speed workouts and then work on distance the next day. [The coach] goes around to different people. Anyone who needs a lot of help, he would be with that person. When everyone's done, the coach would tell them to stretch out and go home.

When these participants envisioned themselves as coaches, their expectations about sport changed from fun to serious work. As a result, participants believed they would spend more time preparing and planning for athletic practices and contests than they would for their daily physical education classes.

Chapter Summary

Based on the findings in this study, the participant group has well developed perspectives about teaching physical education and coaching after-school sports. The

next chapter will address the influence of the institution of sport, and the organization of school on these prospective teachers' perspectives. The implications these perspectives have for teacher socialization theory and teacher preparation programs also will be discussed.

CHAPTER VII

DISCUSSION AND IMPLICATIONS

Discussion

The participant group held three primary assumptions about physical education. First, they believed that physical education accommodates athletics. Second, they assumed that the goal of physical education is to have fun. Third, they believed that everyone (if they try hard enough) can perform sport skills successfully. These three assumptions shaped their views as prospective physical education teachers. In this section, the effect these three assumptions had on the participants' perspectives about teaching will be addressed. The specific perspectives to be addressed are: physical education teaching as a career contingency for coaching, compulsory physical education as problematic, a custodial approach as class management, a multi-activity curriculum model, the limits of lesson planning, student participation as a synonym for student learning and grades as rewards for student participation.

Physical Education Teaching as a Career Contingency for Coaching

The 10 participants viewed teaching as a career contingency for coaching. Although the participants believed that both teaching and coaching are acceptable ways to continue their involvement in sports, they were far more interested in coaching after-school athletics than in teaching physical education classes. They also believed that for economic reasons they had to teach in order to coach. Teaching provided a salary to live on and a schedule that was conducive to coaching after-school sport teams.

These prospective teachers eagerly anticipated their perceived coaching responsibilities at the end of the school day. They were enthusiastic about coaching after-school athletics mainly because this enabled them to remain competitively active in organized sports, work closely with small groups of young people and earn more public recognition than they would receive from only teaching physical education.

The participant group's attraction to coaching was based on the distinct differences they perceived between athletics and physical education classes. Athletics is voluntary; it attracts students who wish to participate on sport teams. Physical education is compulsory; students must attend classes whether they want to or not. Athletics receives public recognition and awards based on its win/loss records, while physical education remains in the shadow, unrecognized in the public's eye.

Athletics also involves fewer students and provides greater opportunities for closer interactions between coach and player. These opportunities are usually not available in physical education classes since teachers interact with hundreds of students daily. Coaches enjoy long practice times which enable their players to improve team play and individual skills, whereas teachers struggle to maintain student interest and behavior during short class periods. Based on the significance of sport in school along with the contextual differences that exist between athletics and physical education classes, these 10 participants would rather coach an elite group of student athletes to win contests than supervise game play for students with unequal athletic abilities.

These differences between teaching physical education and coaching athletics as perceived by the participant group reflect a traditional attitude that physical education programs are second in importance to athletics (Lewis, 1969; Siedentop, 1980). Prior to 1906 athletics was thought of as entertainment and physical education was considered a "producer of health" (Lewis, 1969). Between 1906 and 1916 athletics gained acceptance by educators and became recognized as a worthwhile forum for educating young people. The educational value of athletics created a movement among educators to merge physical education programs with athletic programs. Over time, the goal of physical education changed from health improvement to sport instruction. The theme of physical education programs became "sports for all" and the mission was to serve the interests of athletics (Lewis, 1969). The culture of sport provides the backdrop for the

stage where prospective physical education teachers develop their ideas about the teacher role.

Compulsory Physical Education as Problematic

The participants believed they would be successful teachers if their students were actively engaged in activity and appeared to be having fun. Their notions of successful teaching stemmed from their assumption and personal experience that sport is fun and that everyone can succeed in sport if they try hard enough. The participants also were aware that not all students find success or enjoy themselves in physical education classes.

This difference between the participants' assumptions and the reality of some students' experiences in physical education classes highlights the problematic nature of compulsory physical education. Student attendance and participation are mandatory in physical education. For those who enjoy physical education, these requirements do not interfere with their ability to have fun. From their perspective, having fun is a legitimate goal of physical education. For those who do not enjoy physical education, however, this goal becomes unrealistic. A student can not be forced or required to have fun. Having fun is a reflection of true play, but true play can only occur when activities are entered into freely (Siedentop, 1980). Students who feel forced to participate in physical education are unable to engage in true play. Therefore, they are unable to have fun.

These 10 participants were student athletes. Operating from that perspective, they may not have been concerned that physical education was a mandatory class because they were skilled sport performers and enjoyed physical activity. As prospective teachers, however, the participant group had to find ways to reconcile their own belief that physical education is fun with the reality that some students do not enjoy it. These 10 prospective teachers dealt with this incongruity by labelling those students who do not

conform to their expectations as "bad" students. In other words, "bad" students were those students who misbehaved in class by not participating fully in activities.

The participants were trapped by the context of their own positive experiences with sport. Their assumption that the success and enjoyment they found in sport is available to everyone hindered their ability to entertain other reasons for explaining why some students do not find success and fun in physical education. For instance, some students may not enjoy physical education classes because they do not have the skills necessary to perform well in games. Without skill, these students choose to participate peripherally in games or not at all. These prospective teachers' interpretations of non-participation as bad behavior, rather than as a teaching problem which could be solved by helping students improve their skills, is one reason why they envisioned the teacher role primarily as a games play supervisor rather than a sports skill instructor.

A Custodial Approach as Class Management

The 10 participants did not believe that instruction in sport skills was necessary in physical education classes. This belief reflected their assumption that everyone is a natural sport skills performer. To the participants, those students who did not perform sport skills in class were misbehaving rather than demonstrating their inability to perform these skills. For this reason, the 10 participants focused their concerns on management strategies rather than sport skill instruction.

Their perspectives on class management reflected the classic custodial belief system held by many teachers (Willower, Eidell & Hoy, 1969). These perspectives were based on the assumption that most students would probably misbehave in class when given the opportunity and the need to be in control of class events as teachers. As a result, the participants defined good and bad student behavior in terms of students' compliance and non compliance with established class routines. They believed student non compliance should be reprimanded with low grades, while student compliance should be rewarded with high grades.

The management strategies described by the participant group were routine-like, (i.e., a rather rigid series of unvarying steps for conducting almost any physical education lesson). Their descriptions of classes followed the general pattern of "warm-up, show and play" (an accurate representation of typical secondary physical education classes). Their primary goal was to keep students "busy, happy and good;" a clearly custodial belief system. To enforce these routines and maintain "order in the gym," the participants regarded the physical educator as an authority figure with the power to reward or punish student behavior in class. The routine of physical education class became almost a ritual to be performed with little attention paid to students' reactions and responses. These rituals, when described, represented a kind of transplanted and condensed athletic practice rather than a rich learning environment for a diversely skilled student population.

Although the participants also believed the coach's role was a position of authority, they were less concerned about athlete misbehavior on the practice field than they were about student misbehavior in physical education class. One reason for this may be that the participants intuitively recognized that compulsory physical education forced students to attend, whereas athletics was voluntary because students chose to participate.

The participants' class management strategies reflected the custodial nature of many schools. They also reflected some of the teacher behaviors that the participants have observed in their own physical education classes.

A Multi-Activity Curriculum Model

All 10 prospective teachers described a multi-activity ("sports for all") approach as the curriculum they would use in their physical education programs. These descriptions closely paralleled activities in the participants' own high school and elementary physical education programs. These programs included a number of teacher-selected sports and activities which were offered to students. These prospective teachers believed that such pre-selected activities were ones that students would enjoy

and would maintain their interest in class. In other words, these predetermined activities would guarantee that physical education was fun for all students.

These prospective teachers regarded the multi-activity approach as fixed and unchanging; the same selection of activities would be offered to students year after year. This notion of a fixed curriculum contradicted the participants' stated beliefs that students should be provided with many choices of activity to meet their individual needs.

There are two possible explanations why these prospective teachers adopted this approach to curriculum planning. First, the participant group may not have had access to the ways teachers develop and plan curriculum. Second, the teachers they observed believed in and conducted a multi-activity model for physical education. The participants, therefore, based their perspectives about a multi-activity curriculum on direct experiences with activities in their own physical education classes.

The Limits of Lesson Planning

These participants held simplistic views about planning. Their views reflected their assumptions that physical education should be fun (playing games) and that everyone can successfully perform sport skills simply by trying. Based on these assumptions, the participants saw no purpose for planning in any more detail than the three simplistic levels already described: know your activity class schedule, make a list of activities to do in class and be prepared to demonstrate and explain the rules.

The participants also may have held such elemental ideas about planning because they believed planning was not necessary as long as the teacher knows how to perform a variety of sports (i.e., possesses the basic game skills and the basic knowledge of game rules). The participants believed they had a great deal of knowledge about and skill in many sports, especially those they had competed in, like football, basketball, soccer, swimming and field hockey. The participants, therefore, believed that one's ability to perform sports meant one also had the ability to teach them. In addition, if they were not familiar with a sport or physical activity, the participants believed they would learn the

necessary rules and skills needed to teach it by reading books and talking to other teachers. Their confidence in their own ability to teach, as well as to learn new physical activities, was based in part on their previous successes in performing sports.

These limited views about lesson planning are consistent with a multi-activity approach to physical education in that a number of activities are offered to students over the course of a school year. As a result, activity units are offered only for short periods of time, and short unit lengths generally allow for no more than a basic introduction to activities, not enabling students to attain detailed knowledge or genuine skill proficiency. Such a program also does not require in-depth planning because the goal of the multi-activity approach is not subject matter mastery, but rather it is to keep students interested, well behaved and active. The multi-activity approach, therefore, does not require teachers to have extensive knowledge and skill in sports, because it never progresses beyond introductory level units.

Some students lose interest in these introductory level sports units over time, especially if they have participated in one activity several times. Such disinterested students are likely to misbehave. A fact which relates directly to these participants' belief that teaching must be primarily custodial.

Student Participation as a Synonym for Student Learning

According to the participants, student learning is inherent in physical education classes; it occurs naturally (everyone can perform sport skills if they try hard enough). Those students who attend and participate in activities during class will automatically learn sport skills and acceptable social behaviors. The participants were unable to clearly state the process by which students would learn these skills and behaviors. They only were able to list the skills and behaviors they expected students to demonstrate, such as having fun, playing a sport, following basic rules, performing the skills of a game and playing fairly with others. The participants categorized these student behaviors as student participation, and they believed that those students who

participated in class were learning. Student participation, therefore, was equal to student learning for these prospective teachers.

The participants did not distinguish differences in student learning abilities. They assumed that most students already knew how to play the games presented in physical education class. If a student did not know how to play, the participants believed they could learn by watching others and by participating in the drills and games organized in class.

The participant group assumed that any unskilled individual could learn to perform well by working diligently during drills and game play. This formula for success in physical education is the same as the formula for athletics: hard work breeds winners. These prospective teachers believed that every student in their classes could be a winner simply by trying and working hard to perform sport skills. Unfortunately, the participants' formula for success in physical education does not account for the hierarchy of skill level that exists among individuals. Individuals may improve their own skill performance, but individual improvement of sport skills does not eliminate all the differences among high, medium and low skills students; it only compresses the distance between skill levels. It is not likely that all students in physical education classes can emerge as winners within such a compression model.

Grades as Rewards for Student Participation

These prospective teachers stated that they would evaluate student learning, and they listed criteria and a process for grading students in physical education classes. Their criteria for grading were grounded in the notions that the purpose of physical education is to have fun and that everyone can perform sport skills successfully.

The participants determined grades according to attendance, change of clothes, active involvement in class activities and skilled performance. Attendance and a change of clothes are fairly simple to observe and easy to evaluate; students are either present or absent, and either have or do not have the required gym attire.

The participants divided active involvement into effort and attitude. Effort was defined as how hard students try or whether students try their best in class. The participants differentiated effort by gender, believing boys put forth more effort in class than girls. They viewed attitude as students' willingness to play fairly, follow teacher directions, show interest in activities, win and lose graciously, and get along with others. The participant group believed they would be able to determine and accurately grade student effort and attitude through casual observation.

The participants vaguely described the criterion of skilled performance. They remarked that it was an important criterion for grading, but none of the participants were able to explain how they would evaluate it. Based on the interview data, the participants tended to judge skilled performance by the perceived ease and grace with which students performed the skills of a particular sport. The participants did say that they would find it easier to identify high skilled performance because highly skilled students would stand out among the other students in class.

It is clear that though these four criteria for grading were used to evaluate student behavior in class, they were not measures of student learning. Using such grading standards, teaching through a multi-activity curriculum and doing very limited lesson planning directly reflect the participants' three primary assumptions about physical education. In the next sections, the implications these data have for teacher socialization and teacher preparation programs will be outlined.

Implications for Teacher Preparation Programs

Generalizations about early career deciders or the recruitment process into physical education cannot be made from a single research study. Readers also are cautioned not to expect prescriptive remedies designed to improve teacher education programs based on this research. Such prescriptions would imply that teacher educators have significant control over teacher socialization, when in fact, they are just one part of the whole socialization process (Dewar, 1989).

The data from this study do demonstrate, however, that these 10 early deciders have fairly explicit perspectives about teaching physical education and coaching athletics prior to entering formal teacher preparation programs. Some of their perspectives are grounded in actual teaching and coaching experiences, while others are based on their experiences as athletes, students and the role they envision playing as teachers. Perspectives developed during the recruitment phase serve as filters for processing program content and teaching experiences (Hollingsworth, 1989). If these perspectives are identified before prospective teachers begin preservice training, they could be used to inform program content, field experiences and models for supervising student teachers (Hollingsworth, 1989).

The prospective teachers in this study hold narrow visions about teaching physical education. If their visions about teaching physical education cannot be expanded and improved through teacher training programs (as well as over the course of their teacher careers), they will emerge as teachers who uphold the attitude that physical education accommodates athletics, are bound to a custodial pupil control ideology, endorse a shallow approach to curriculum, believe that lesson planning is not necessary and regard student learning as student participation. They also will adhere to the belief that their role as teacher is primarily to supervise game play. This perpetuates a teaching force that has been stereotyped as having a "roll the ball out and play" approach to teaching physical education, particularly at the secondary level.

It is my assumption that many physical education teacher educators want prospective teachers to envision physical education in a much different way. They would prefer that would-be teachers believe physical education is a place where all students can become more skilled and knowledgeable movers, can develop appreciations for sports and can learn fitness concepts and game play. Many prospective teachers, however, may not be able to entertain this notion of physical education since most of their physical education classes were patterned after athletic practices and contests.

Teacher educators can, however, influence the narrow visions held by prospective teachers by constantly examining and challenging their perspectives during teacher training (Hollingsworth, 1989). A teacher training program is one venue teacher educators can use to interrupt and shape prospective teachers attitudes and beliefs about teaching physical education. To do so, however, teacher educators must adopt flexible training models that celebrate and work with the diversity of its recruits. They must also be willing to reflect on their own perspectives about teaching and the role their perspectives play in the training of prospective teachers.

Teacher educators need to identify incoming recruits' perspectives about teaching physical education and coaching athletics as soon as these prospective teachers enter teacher training programs. Interviews and questionnaires can be used to ascertain recruits' family background, participation in organized athletics and experiences with school. This information will help teacher educators understand their students as individuals. It also will help them begin to assess the recruits' potential strengths and weaknesses as teachers.

During the early stages of a teacher preparation program, prospective teachers need assistance in identifying their own perspectives about teaching and coaching. Once prospective teachers' current perspectives about teaching and coaching have been clarified, teacher educators can help them recognize and think about apparent differences and similarities that exist between their own perspectives about teaching and coaching, those of other recruits and those advocated by teacher educators. An awareness of their own perspectives in relation to those of others can lead them to envision other possible purposes for and ways of teaching physical education. Without such awareness, prospective teachers may only be able to imagine physical education programs that were similar to the ones that they experienced in elementary and secondary schools.

To better understand the origin and meaning of their perspectives, prospective teachers must also learn about the role organized athletics plays in their development as

teachers. To understand the influential grasp that athletics holds on physical education, teacher educators and prospective teachers must consciously and deliberately move to understand the many ways that physical education is shaped by athletics. The following questions should be addressed: How do physical educators design their physical education programs in schools to explicitly or implicitly accommodate organized athletics?, What attitudes do physical educators, students, other school personnel and members of the community at large have about physical education and athletics and how do these attitudes influence physical education teachers' work, and In what ways do teacher preparation programs perpetuate or interrupt the traditional belief that physical education programs accommodate organized athletics.

The social context of schools is another socializing agent which strongly influences prospective teachers' perspectives about teaching. For instance, the 10 participants in this study described a custodial approach to class management in physical education. This approach not only evolved from their experiences in physical education and athletics but also from their direct interactions with teachers and students in other classes (i.e., math, science, English and social studies). A custodial approach to class management often reflects the compulsory nature of public education

If teacher educators are interested in changing the custodial approach typically used within physical education, they must look beyond the gymnasium walls of physical education and at the full structure of schools. Teacher educators (together with prospective teachers) must come to understand how the fundamental organization of schools affects individuals' perspectives on teaching. Teacher educators must include in teacher preparation programs skills for coping with schools as social contexts, and prospective teachers must develop and practice skills for facilitating change in physical education classes as well as in school cultures. If prospective teachers are equipped with skills and strategies for change, as well as effective class management and instruction,

they will emerge from teacher training with a better understanding of schools as work places and with an expanded vision of their roles as physical educators.

Summary

The findings in this study support the argument that prospective teachers enter teacher training with perspectives about the physical education teacher role. The fact that the participants were able to provide detailed perspectives about the teacher role strongly suggests that closer attention must be paid to the influence of the recruitment phase on teacher socialization. It can no longer be assumed that recruits to teacher preparation programs know nothing about teaching or that the knowledge they do have about teaching is both shallow and limited. If teacher educators want to make their mark during the preservice phase of teacher socialization, the information gleaned from recruits the recruitment phase must be used to inform the content and guide the process of teacher training programs.

APPENDIX A
ELIGIBILITY QUESTIONNAIRE

ELIGIBILITY QUESTIONNAIRE

Name: _____ Age: _____. Sex: M F

School: _____ Grade: _____.

1. Do you know what career you plan to pursue after you graduate from high school? (circle one) YES NO

a) If yes, what is it? _____.

b) If no, what careers are you still considering? _____.

_____.

_____.

2. Do you plan to attend college, junior college or community college? (circle one) YES NO

3. If yes, where do you plan to attend? _____.

a) Why have you chosen this school? _____.

_____.

4. What major do you plan to enroll in at college? _____.

_____.

5. If you do not plan to attend college, what are your plans? _____.

_____.

6. What do you see yourself doing six years from now? _____.

_____.

APPENDIX B
CONSENT FORM

CONSENT FORM

Prospective Teachers' Perspectives about the Physical Education Teacher Role: Examining the Pretraining Phase of Teacher Socialization

My name is Gayle Hutchinson. I am a graduate student at the University of Massachusetts. As part of a study of how people become physical education teachers, I am interviewing high school students who are considering a teaching and coaching career in physical education.

You are invited to participate in this interview study. This will require meeting with me for four, 45 minute sessions over several weeks. Each session will take place at school during the school day, preferably during a free period or study hall. Each session will be audiotaped. During the first interview you will be asked to provide information about yourself such as "What have your experiences been like in physical education classes?", and "When did you first become interested in wanting to teach physical education?" In the next two sessions I will ask you to talk about what physical education teachers do and how you think you will handle some of the situations that occur in the gym. The last interview session will be a time for me to clarify what you have said in the previous three sessions. If I need more time to discuss the topics you raised in your interviews I will request one additional session.

Please understand there are no "right" or "wrong" answers to the questions asked in these sessions, and there are not "good" or "bad" ideas about teaching physical education. As a researcher, I am interested in what you think about the work of physical education teachers in the schools.

Every effort will be made to protect your anonymity. Your name, the name of your school and all other indentifying information will be erased from all audio-tapes. Written transcripts will be made of the audiotapes and both the audiotapes and transcripts will be kept in a safe place. Fictitious names for you and your school

will be used in all transcripts and the research report. Throughout my work I will make no reference to your true identity.

The information from your interviews will be used primarily for my doctoral dissertation. There is a possibility that excerpts may be used in articles for educational journals and presentations for educational conferences. Again, let me stress that I will make every effort to protect your identity.

If you are willing to participate in this research project please sign this form. You may withdraw from this study at any time during the interviewing process. When the interviews have been completed, you will have three days following the last interview to withdraw from this project without further obligation.

Thank you for your participation in and commitment to this research project. I am looking forward to interviewing you.

PARTICIPANT SIGNATURE:_____ AGE:_____ DATE:_____

PARENT/GUARDIAN SIGNATURE:_____ DATE:_____
(Required by all participants)

INTERVIEWER SIGNATURE:_____ DATE:_____

APPENDIX C

INTERVIEW ONE: GETTING TO KNOW YOU

INTERVIEW ONE: GETTING TO KNOW YOU

Pseudonym:_____. Age:_____. Sex: M F
School(pseudonym)_____. Grade:_____. Date_____

Thank you for agreeing to participate in this study. Time is short, so let's begin right away. Remember, these sessions will be audiotaped to help me recall important points that you mention.

Eligibility: A Review

Review these questions only if they were not clear on the eligibility questionnaire.

1. Do you know what career you plan to pursue after you graduate from high school?
 - a) If yes, what is it?
 - b) If no, what careers are you still considering?
2. Do you plan to attend college, junior college or community college?
3. If yes, where do you plan to attend?
 - a) Why have you chosen this school?
4. What major do you plan to enroll in at college?
5. If you do not plan to attend college, what are your plans?
6. What do you see yourself doing six years from now?

Background Information (Dewar,1983)

1. Who are the members of your immediate family?
2. What work does your father (or guardian) do?
 - a) mother's (or guardian) work?
3. Does your father [mother, guardian(s)] have a high school diploma?
 - a) College degree? Major in college?
 - b) Advanced degree? Major of advanced college degree?
 - c) Other education (vocational training)?
4. How many sisters and brothers do you have?
 - a) What are their ages?
5. Has your mother (or guardian.) ever participated in school or recreational sports, or a personal exercise program?
 - a) If yes, what did/does she do? When did she begin each one?
 - b) How often did/does she participate?
 - c) For each of these activities what was/is her level of participation

- (i.e., varsity, j.v. recreation league, works out on her own, with family and friends)?
- d) Do you remember any stories she told you about participating in childhood sports or activities?
 - e) How does your mother (or guardian) perceive the importance of sport and/or exercise in her life? In your life?
5. Has your father (or guardian) ever participated in school or recreational sports, or a personal exercise program?
- a) If yes, what did/does he do? When did he begin each one?
 - b) How often did/does he participate?
 - c) For each of these activities what was/is his level of participation, i.e. varsity, j.v. recreation league, works out on her own, with family, friends and so on?
 - d) Do you remember any stories he told you about participating in childhood sports or activities?
 - e) How does your father (guardian) perceive the importance of sport and/ or exercise in his life? In your life?
6. Have your brothers or sisters ever participated in any school or recreational sports or personal exercise programs?
- a) If yes, what did/do they do? When did they begin each one?
 - b) How often did/ do they participate?
 - c) For each of these activities what were/are their levels of participation (i.e. varsity, j.v. recreation league; works out on her own, with family and friends)?
 - d) Do you remember any stories they told you about participating in childhood sports or activities?
 - e) How do your brothers and sisters perceive the importance of sport and/or exercise in their lives? In your life?
7. Have you ever participated in school or recreational sports, or a personal exercise program?
- a) If yes, what did/do you participate in? When did you begin each one?
 - b) How often did/do you participate? Length of time you have been involved?
 - c) Level of participation? Competitive - interscholastic, rec. league, org. league, etc. or recreational - pick up games, not organized, fun?
 - d) Did you ever hold a leadership role such as team captain, practice organizer...?
 - e) How do you perceive the importance of sport and/or exercise in your life?

8. Do you have any involvements in sports or exercise programs other than your participation as a player or participant (i.e., manager, coach, student leader)?
 - a) What do you do?
 - b) In what sports or activities?
 - c) How did you become involved?
 - d) How long have you been involved?
10. Approximately how many hours do you spend in one week:
 - a) practicing with the team?
 - b) practicing a sport or physical activity alone?
 - c) conditioning/training?
 - d) playing a sport or physical game?
 - e) coaching/teaching?
 - f) watching a sport in person?
 - g) watching sports on t.v?
 - h) reading about sports?
 - i) in physical education class?
 - j) other (specify)?
11. Have you ever done any volunteer work that is related to sport or a personal exercise program?
 - a) What was/is it?
 - b) When did you become involved? How did you become involved?
 - c) How long did you stay involved?
12. Have you ever worked in a job that is related to a sport or exercise program?
 - a) What was/is it?
 - b) When did you become involved? How did you become involved?
 - c) How long did you stay involved?

Experiences in Physical Education

Now we are going to make a shift and talk about experiences you've had in physical education classes.

13. How would you rate your experiences in physical education classes?
14. Are there any experiences (positive or negative) in physical education classes that stand out? Describe them to me?
15. Have you learned any thing in your physical education classes? If so, what? If not, what, if anything have you derived from them?

16. Have you learned anything about yourself from your p.e. classes? What? When did you learn this?
17. Have you learned anything about other people from your p.e. classes? What?, When?
18. Many people who go into P.E. are interested in teaching and coaching. Do you have more interest in one than the other? If yes, which one and why? If no, why not?
19. Please take a moment and talk about the differences, if any, you see between teaching a physical education class and coaching an afterschool sport.

Teaching Physical Education

Now we'll talk only about teaching for a few minutes.

20. When did you first become interested in teaching physical education?
 - a) How did you first become interested in teaching? -- tell me the story.
21. What types of things do you think you'd like about teaching physical education in general?
22. Are there people who have influenced your decision or interest to teach physical education? Who? (family, friends, teachers, adults)
 - a) In what ways did they influence you?
 - b) Of these people who was most influential?
23. What types of experiences influenced your decision or interest in teaching physical education?
 - a) In what ways did they influence you?
 - b) Of these experiences which one was most influential?
24. Why do you want to become a physical education teacher?

Coaching Athletics

Now we'll talk only about coaching for a few minutes.

25. When did you first become interested in coaching?
26. What types of things do you like about coaching?
27. Are there people who have influenced your decision or interest to coach? Who? (family, friends, teachers, adults)
 - a) In what ways did they influence you?
 - b) Of these people who was most influential?
28. What types of experiences influenced your decision or interest in coaching?
 - a) In what ways did they influence you?
 - b) Of these experiences which one was most influential?
29. Why do you want to become a coach?

30. Is there another career you would prefer to physical education, but feel it is not possible to pursue?

a) What is this career?

b) Why don't you pursue it?

31. Is a career in physical education a first or second choice? Why or why not?

32. Is there anything you would like to tell me that we haven't talk about today?

Thank you for your time and cooperation. The next interview time we have scheduled will be _____. As you know, the next session will be a role play. You will be asked to pretend to be a physical educator in a school of your choice. I will be a newly hired p.e.teacher to your school and you will tell me the information I need to know in order to work there. I appreciate your efforts to be on time. Til' next time, thanks.

APPENDIX D
INTERVIEW TWO: ROLE PLAY

INTERVIEW TWO: ROLE PLAY

Thank you for making our appointment today. During the first interview session I asked you a series of questions. Today the session will be a little bit different. Together we are going to create a role play. A role play goes like this: pretend that I am a new student in your school and you have been asked to show me around. Take a moment and tell me some things that will help me fit in around here. The role play we will construct in this session will be similar to the one we just tried.

Today, I would like you to pretend that you are a physical education teacher who has been teaching for several years. First, tell me the level and type of school you are teaching at; is it elementary, junior high, or high school?, and is it located in a rural, suburban or urban area?

I am going to pretend that I am a newly hired physical education teacher at your school. I have just graduated from college. You invited me to come in today because you want to tell me some important things I need to know in order to work and teach at your school. You can talk about anything that goes on in school or what you do as a teacher. There are no right or wrong answers here. If I have a question, I will ask you as we go along.

Remember, you are pretending to be a physical educator in a school of your choice and I am pretending to be a newly hired teacher who will work with you. Tell me everything you think I need to know to be a physical education teacher at your school.

Let's begin. Hi _____, I'm so glad you invited me here today. I think its a great idea for you to help me out by giving me some information about teaching here. I know we don't have much time so I will let you get started. What are some things that you think I need to know first?

Researcher note

I will let the student begin and tell me about whatever comes to mind. As topics take shape I will freely ask the student for more details, examples and thoughts. I will remind students to speak as if they truly are physical educators (I will speak as a newly hired teacher). And if students have difficulty articulating thoughts, I will ask them to talk about the following topics:

1. Teacher's daily routine.
2. Activities and subjects taught by the teacher.
3. Teacher's relationship with students
4. Teacher's relationship with colleagues
5. Teacher's relationship with other teachers.
6. Teacher's relationship with administrators.
7. Teacher's relationship with parents.
8. Teacher's views on curriculum and curriculum development in p.e.
9. Teacher's beliefs and attitudes on discipline.
10. Teacher's beliefs and attitudes about student learning.
11. Teacher's beliefs and attitudes about the purpose of physical education.
12. Teacher's perspectives about coaching.

APPENDIX E

INTERVIEW THREE: VIGNETTES

INTERVIEW THREE: VIGNETTES

Once again you will pretend to be a physical education teacher working in an imaginary school. This time, I would like you to think about some fairly common situations that physical education teachers have to deal with everyday. I will read to you brief descriptions of these types of situations; talk to me about what you would do if you were the teacher in each one.

Before we begin, let's practice some situations which may be more familiar to you. At the moment, you are a student entering your English class. Once inside the classroom, what is the first thing you would do? When the English teacher begins class what thoughts pass through your mind? If the teacher asks you a question, how do you respond if you do not know the answer? Whenever you take a test in this class, what do you do if someone tries to cheat by copying the answers you have written?

The answers you just shared described your thoughts and actions as a student in several situations. In the following situations please describe your thoughts and actions as a physical education teacher. Remember there are no right or wrong ways to respond as a teacher. I am interested in what you think you would do in each situation.

Curriculum/Knowledge

1. Imagine that you are a physical education teacher at either the elementary or high school level. Tell me what content is included in your physical education program.

- a) Why are these things included in your program?
- b) What kinds of things are not in your program that you would like to see included?
- c) What are your reasons for not including these things?

2. Select one activity from those listed in your program that you would like to teach. Imagine that there will be 25 students in this unit. Half of the gym is available for you to use during class time and there will be approximately _____ (equipment for half the class). The class will meet twice a week for 35 - 40 minutes over a period of 5 weeks. Please describe:

- a) What you would teach about _____?
- b) What do you want students to learn from this unit on _____?
Anything other than learning the skills of _____?
- c) Physical education teachers often model things such as personal qualities which may influence their students' behaviors. What types of things do you want students to learn from watching you as a teacher?
- d) How will you organize students to learn what it is you want them to learn?
- e) Most physical education classes are divided up into warm-up, instruction and drills and game. How much time would you spend on each of these things during a forty minute class? Why?
- f) How will you grade your students?
- g) How will you know if you have done a good job of teaching your class?
- h) How does what students learn in this unit relate to what they learn in other units in physical education?

3. It is the end of this unit, the teachers in your department have agreed to try several new units - ones that you have neither played or taught before. Everyone in the department believes these sports are important to offer the students in your school.

- a) Name a sport you know nothing about and would like to teach.
- b) How would you prepare to teach it to your classes?

c) What would be one thing you would want your students to learn from this unit?

d) How will you know if you have done a good job of teaching this unit?

Teacher/ Pupil Relationships

1. Imagine that you are a physical education teacher at a four year high school. One of your ninth grade students frequently drops by during his/her study halls or lunch period and occasionally after school to visit you. Generally, he/she will discuss personal things with you like what happens at home, during school and perhaps the details of a fight with a friend. Often, he/she will ask your advice on these matters.

a) What is your feeling about giving advice to a student on personal issues?

b) How would you answer this student if he/she asked you personal questions?

c) As a physical education teacher how close do you think a teacher should get to his/her students?

2. You are teaching basketball to a class of 25 students. When you turn away from working with a student you notice 2 boys running across the gym. One boy is running behind the other boy and rapidly gaining on him. The boy who is running behind catches up to the boy in front. What happens? What do you do?

Teacher/Coach

1. You are coaching your favorite varsity sport after school. It is mid-season and your team faces one of its toughest opponents tomorrow. You really need to work on offensive strategies for this game. You are also teaching one of your favorite physical activity units during several periods of the school day. Tomorrow is the last time these classes meet and you promised your students a special event which you have not yet planned. During your free period you have a chance to work on your team practice or your special event for class. Which do you choose to do and why?

2. This afternoon your team competes in the state finals. During your free period you are taking care of some last minute details for the game in your office and you hear a faint noise coming from the lockerroom. No one should be in the lockerroom at this time so you quietly walk out to investigate. You walk slowly past a row of lockers and closer to the noise. When you turn a corner you startle your team captain who stands and drops a bottle at your feet. The player wipes his/her mouth and steps back from the broken bottle. You lean over and read "Vodka" on the label of the broken bottle. What happens next?

3. Another physical education teacher notifies you that one of your varsity players has skipped one of her classes. What will you do with this information?

4. You are applying for jobs in physical education and coaching. Through lots of hard work you become a finalist for two positions. One position is for a full time physical education teacher, responsible for teaching physical fitness and sports skills at a local school. This position is for teaching only. You will not be invited to coach.

The other position is for a full time varsity coach at an area school. In this position you will not be scheduled to teach any physical education courses. Both of these positions are full time and offer the same starting salary, with the same rising pay scale. You successfully interview and receive an offer for each position. Which position would you take? Why? (This is an unrealistic situation necessary to create a dichotomy between teaching physical education and coaching sport teams.)

Student Diversity

1. As you teach batting in your softball unit you notice that 5 out of 25 students do not know how to bat a ball. At the same time some students have played in the summer leagues for 3 years and are asking if they can play a game of softball. What would you do?

2. When you ask your class to split evenly into two groups, they split into one group of boys and one group of girls. What happens next?

3. In a fitness class you divide students into five groups and assign each group to a fitness station. During class you notice a student at the chin-up station having difficulty doing a chin-up. As you are walk over to this station to offer help, you hear several students laughing at him/her. When you arrive the students who were laughing become quiet. You ask the student at the bar to try again with your assistance. The student refuses and walks away. How do you respond in this situation?

4. In your soccer class you have one student who is legally blind - meaning his sight is extremely limited. How would you accommodate his needs in your class?

5. In a physical education class of thirty students, 5 are Hispanic, 10 are Black and 15 are white. One day you enter the gym and witness several white students and black students engaged in an argument. The argument is very intense, everyone is speaking loudly and looks angry. What happens next? As the teacher what do you do?

The Teacher Role

What to teach

1. One month before school begins you attend a department meeting and your chairperson hands you a copy of the physical education curriculum guide and your teaching schedule. Looking over the activities in the curriculum guide you strongly feel that some of the activities listed should be changed. You have several activities that you would like to see added to the curriculum guide instead. What, if anything, would you do in this situation?

2. At the end of the school year you are talking with two students from your tennis class. During the discussion both students tell you things you never realized from watching them in class. One student, who improved her tennis skills tremendously in class and can now play quite well, admitted that she dislikes the

game and probably won't play again. The other student, who worked hard but never improved in class and who still has trouble hitting the ball over the net, exclaimed how much she loves the sport and plays regularly. As the teacher, with whom did you have more success? Why?

School rules and regulations

1. Lavatory duty is one of your many responsibilities as a teacher. Before school begins you must check several restrooms for students who may be loitering, skipping, smoking or taking drugs. On your rounds this morning you find a student who attends your first period class smoking pot in the restroom. As you walk in on this situation, what happens next? What do you do as a teacher?

2. You are supervising a study hall and notice that three of your favorite students are not there. You have seen them in school and know they are not on any lists for early dismissal. The attendance sheet for study hall is due in the office in 10 minutes. What do you do?

3. After a faculty meeting, a guidance counselor informs you that six students must attend a meeting during one of your physical education classes tomorrow. You remember that tomorrow is the last day of your gymnastics unit and you are conducting a final evaluation of tumbling skills. Each of the six students has been assigned to a work group and will perform his/her group tumbling routines during class. How do you respond to the guidance counselor?

BIBLIOGRAPHY

BIBLIOGRAPHY

- Allen, J.D. (1986). Classroom management: Students' perspectives, goals and strategies. American Educational Research Journal, 23(3), 437-459.
- Apple, M.W. (1985). Education and power. London: Routledge & Kegan Paul.
- Bain, L. L. & Wendt, J. C. (1983). Undergraduate physical education majors' perceptions of the roles of teacher and coach. Research Quarterly for Exercise and Sport, 54(2), 112-118.
- Ball, S. (1984). Initial encounters in the classroom and the process of establishment. In M. Hammersley & P. Woods (Eds.), Life in school: The sociology of pupil culture. (pp. 108-120) Milton Keynes, England: Open University Press
- Ball, S. J. & Goodman, I.F. (1985). Teachers' lives and careers Philadelphia, PA: The Falmer Press.
- Baratz, J. C. (1986, January). Black participation in the teacher pool. A paper prepared for the Task Force on Teaching as a Profession. New York: Carnegie Forum on Education and the Economy.
- Becker, H.S., Geer, B., & Hughes, E.C. (1968). Making the grade: The academic side of college life. New York: John Wiley and Sons.
- Becker, H.S., Geer, B., Hughes, E.C., & Strauss, A.L. (1961). Boys in white. Chicago:University of Chicago Press.
- Blumer, H. (1969). Symbolic interactionism: Perspective and method. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Carnegie Forum on Education and the Economy. (1986). A nation prepared: Teachers for the 21st century. The report of the Task Force on Teaching as a Profession. New York.
- Conway, M. E. (1983). Prescription for professionalization. In N. L. Chaska (Ed.), The nursing profession: A time to speak (pp. 29-37). New York: McGraw Hill.
- Davidson, H. H., & Lang, G. (1960). Children's perceptions of their teachers' feelings toward them related to self-perception, school achievement and behavior. Journal of Experimental Education, 29 (2), 107-118.
- Denscombe, M. (1985). Classroom control: A sociological perspective. Boston: Allen & Unwin.
- Dewar, A. M. (1983, June). The subjective warrant and recruitment into physical education. Unpublished master's thesis, The University of British Columbia, B.C., Canada.
- Dewar, A. M. (1989). Recruitment in physical education: Toward a critical approach. In T.J. Templin & P.G. Schempp (Eds.), Socialization in physical education: Learning to teach (pp. 39-57). Indianapolis: Benchmark Press.

- Dewar, A. M. & Lawson, H. L. (1984). The subjective warrant and recruitment into physical education. Quest, 36(1), 15-25.
- Doyle, W. (1985). Classroom organization and management. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed.)(pp. 392-431). London: Macmillan Publishing Company.
- Earls, N. (1986). Naturalistic inquiry: Interactive research and the insider-outsider perspective. Journal of Teaching in Physical Education, Special Monograph, 6 (1), Champaign, IL: Human Kinetics.
- Feiman-Nemser, S., & Floden, R. E. (1986). The cultures of teaching. In M. C. Wittrock (Ed.), Handbook of Research on Teaching (3rd ed.) (pp. 505-526). New York: Macmillan Publishing Co.
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 6, 207-226.
- Graber, K. (1988). A naturalistic study of studentship in the context of preservice teacher training for physical educators. Unpublished dissertation: University of Massachusetts, Amherst.
- Hall, G. E., & Hord, S. (1981). A national agenda for research in teacher education for the 1980's. Journal of Teacher Education, 32 (2), 4-8.
- Hewitt, J.P. (1988). Self and society: A symbolic interactionist social psychology, (4th ed.). Boston: Allyn and Bacon.
- Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. American Education Research Journal. 26(2), 160-169.
- The Holmes Group, (1986). Tomorrow's teachers: A report of the Holmes Group. East Lansing, MI: Holmes Group, Inc.
- Hutchinson, G. E. (1986, October). Understanding teacher presocialization through symbolic interactionism. Unpublished manuscript, University of Massachusetts, Amherst.
- Joseph, P. B., & Green, N. (1986). Perspectives on reasons for becoming teachers. Journal of Teacher Education, 27 (6), 28-33.
- Kelly, L. Y. (1985), Dimensions of Professional Nursing (5th ed.), New York: Macmillan Publishing Co.
- Lacey, C. (1977). The socialization of teachers. London: Methuen.
- Lacey, C. (1979). Hightown grammar: The school as a social system. Great Britain: Manchester University Press.

- Lacey, C. (1985). Professional socialization of teachers. In T. Husen and T. N. Postlethwaite (Eds.), The International Encyclopedia of Education (Vol. 7, pp. 4073-4084). Oxford: Pergamon Press.
- Lanier, J. E., & Little, J. W. (1986). Research on teacher education. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed.) (pp. 527-569). New York: Macmillan Publishing Co.
- Lawson, H. L. (1983). Toward a model of teacher socialization in physical education: The subjective warrant, recruitment, and teacher education. Journal of Teaching Physical Education, 2(3), 3-16.
- Leahy, R. L. (1985). The development of the self. New York: Academic Press, Inc.
- Lewis, G.L. (1969). Adoption of the sports program, 1906-39: The role of accommodation in the transformation of physical education. Quest, 12, 34-46.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage Publications.
- Livesley, W. J., & Bromley, D. B. (1973). Person perception in childhood and adolescence. London: John Wiley & Sons, LTD.
- Lortie, D.C. (1975). Schoolteacher. Chicago: The University of Chicago Press.
- Marrs, L. K., & Templin, T. J. (1983). Student teacher as social strategist. In T. Templin and J.K. Olson (Eds.), Teaching in Physical Education: Big Ten body of knowledge symposium series, 14, (118-127) Champaign, IL: Human Kinetics Publishers, Inc.
- Meltzer, B.N., Petras, J.W., & Reynolds, L.T. (1975). Symbolic interactionism: Genesis, varieties and criticism. London: Routledge & Kegan Paul.
- Merton, R.K., Reader, G.G., & Kendal, P.L. (1957). The student physician. Boston: Harvard University Press.
- Office of Institutional Research and Planning. (1987). Factbook 1986-1987. The University of Massachusetts, Amherst.
- Patton, M. Q. (1980). Qualitative evaluation methods. Beverly Hills, CA: Sage Publications.
- Placek, J. H. (1982). An observational study of teacher planning in physical education. Unpublished doctoral dissertation, University of Massachusetts, Amherst.
- Pooley, J.C. (1972). Professional socialization: A model of the pre-training phase applicable to physical education students. Quest, 18, 57-66.
- Reighart, P. A. (1984, April). Preservice teachers' beliefs about teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

- Rink, J.E. (1985). Teaching physical education for learning. St. Louis, MO: Times Mirror/Mosby College Publishing.
- Ryan, K. (1980). Biting the apple: Accounts of first year teachers. New York: Longman Inc.
- Schempp, P. G. (1987, April). A study of Lortie's "apprenticeship-of-observation" theory in physical education, Paper presented at the Annual Meeting of the American Educational Research Association, Washington D.C.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.
- Siedentop, D. (1980). Physical Education: Introductory analysis. (3rd. ed.) Dubuque, Iowa: Wm. C. Brown Company Publishers.
- Siedentop, D. (1983). Developing teaching skills in physical education (2nd ed.). Palo Alto, CA: Mayfield Publishing Company.
- Siedentop, D., Mand, C. & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, CA: Mayfield Publishing Company.
- Spradley, J. P. (1979). Ethnographic interview. New York: Holt, Rinehart & Winston.
- Steen, T. B. (1985, April). Teacher socialization in physical education during early training experiences: A qualitative study. A paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Atlanta, GA.
- Stinnett, T. M., & Huggett, A.J. (1963). Professional problems of teachers. New York: The Macmillan Company.
- Templin, T.J. (1979). Occupational socialization and the physical education student teacher. Research Quarterly, 50, 482-493.
- Templin, T.J., Woodford, R., & Mulling C. (1982). On becoming a physical educator: Occupational choice and the anticipatory socialization process. Quest, 34(2), 119-133.
- Vance, V.S. & Schlechty, P.C. (1982). Distribution of academicability in the teaching force: policy implications. Phi Delta Kappan, 64 (22), 2-27.
- Veal, M.L. (1986). A descriptive study of pupil assessment in secondary physical education. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Weber, M. (1979). Physical education teacher role identification instrument. Research Quarterly, 48(2), 445-451.
- Webster's seventh new collegiate dictionary. (1972). Springfield, MA: Merriam-Webster.

- Weinstein, R. S. (1982, February). Student perceptions of schooling. Paper presented to the National Invitational Conference of the National Institute of Education, Warrenton, VA.
- Whyte, W. F. (1984). Learning from the field: A guide from experience. Beverly Hills, CA: Sage Publications, Inc.
- Willower, D.J., Eidell, T.L. & Hoy, W.K. (1969). Custodialism and the secondary school. The High School Journal, 52 (4), 182-191.
- Zeichner, K. M. (1978). The student teaching experience: A methodological critique of the research. Action in Teacher Education, 1(1), 58-61.
- Zeichner, K. M., & Tabachnick, B. R. (1983, April). Teacher perspectives in the face of institutional press. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Zeichner, K. M., & Tabachnick, B. R. (1984). Social strategies and institutional control in the socialization of beginning teachers. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

