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# The Subjective Warrant for Teaching Physical Education in South Carolina

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# THE SUBJECTIVE WARRANT FOR TEACHING PHYSICAL EDUCATION IN SOUTH CAROLINA

by

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## DEDICATION

To my parents who have supported me through this process: John and Cathy Lineberger. Thank you for never giving up on me. After many long nights and days of support we finally made it! You have given endless encouragement, and I know I couldn't have completed this process without you.

To my friends that have given countless hours of support and advice throughout this process, I thank you. Your sacrifices are not unknown. Especially you Dr. Robert Doan, may God continue to bless you and your family, thank you for being such a great role model throughout this process.

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Last I would like to thank the graduate students who have helped me all along the way. We have shared blood sweat and tears together that will not be easily forgotten. Especially you Heesu Lee, my our friendship continue and not be broken by a thousand miles of separation.

ABSTRACT

The purpose of this study was to: (1) identify the warrant for teaching physical education held by future professionals, (2) identify the influencing attractors and facilitators for future professionals, and (3) explore for any possible influence the South Carolina Physical Education Assessment Program (SCPEAP) may have had on students' decision to enter physical education teacher education (PETE) programs. Data were collected by questionnaire (Appendix A) which was piloted on master's level students at the University of South Carolina. Participants were 103 undergraduate PETE students from 14 institutions in South Carolina. Simple descriptive statistics and independent t-tests were used to analyze results. Findings indicate that students consistently described a high desire to coach sports, consistent with Lawson's (1983a) work, and a former and/or current coach was the highest rated facilitator to entry into a PETE program--coaching remains a high priority for future physical educators. To explore potential SCPEAP impact, only South Carolina residents' (n=73) data were used with 20 students coded as high exposure and 53 students coded as low exposure. Students with low exposure to SCPEAP rated the attractor "it offers a good salary," and "good working conditions" lower than students with a high exposure to SCPEAP. Overall, the majority of students reported never hearing of SCPEAP.

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CHAPTER 1

INTRODUCTION

The ways in which professionals and professional educators announce the mission of a field are significant not only in attracting future professionals but also in shaping their practices. The subjective warrant provides important insights into the future of any profession. The subjective warrant allows future members of a profession to determine if their skill set matches the perceived skill set of a given occupation. Dewar (1983) defines the subjective warrant as "an individual's perceptions of the skills and abilities necessary for entry to, and performance of work in a specific occupation" (p. 5). People at one point or another choose a career, some have chosen physical education. To gain a better understanding of why some have chosen physical education, it was important to understand the influences behind this decision.

Career choice influences can begin as early as childhood. Events, experiences, and people that the person interacts with can all influence the career choice of a person. Thus it is important to understand the student's subjective warrant for physical education (Lawson, 1983a). As Dewar (1983) mentioned above, the student's perceptions are of interest in order to gain a better understanding of the subjective warrant each student holds. The student's perceptions include what they believe is required to complete the teacher education program and the skills and traits necessary for teaching in the field. For example, students spend countless hours in physical education classes during their elementary, middle, and high school years. These students develop perceptions of what a

physical education program looks like in elementary, middle, and high school.  Students will likely develop perceptions of what physical education teachers do in their role and the skills and knowledge needed to fulfill the role.  A perception for what a student should know and be able to do after graduating from an elementary, middle, or high school physical education program may also develop during these years.  The ease or difficulty in becoming a physical education teacher may also be considered.

Perceptions about teaching physical education are formed from the extensive amount of time that the students spend in the gym and on the recreation fields in the proximity of a physical education teacher, allowing for the formation of a subjective warrant.  It is important to keep in mind that not all perceptions are related to the school's physical education program.

Cultural stereotypes can also be influential.  These stereotypes can be influenced by the media's portrayal of a physical education teacher.  Billy Bob Thornton's character Mr. Woodcock (also the name of the movie) is a good example of this.  His character portrays a less than positive image of a physical education teacher.  Although these stereotypes may be a gross misrepresentation, they can still have an influence on the student's subjective warrant and impact the student's career choice.  Subjective warrants are not specific to the field of physical education.  Students may form subjective warrants for alternative careers before eventually choosing a career path.

In terms of the subjective warrant, Lortie (1975) spoke of the silent competition among occupations.  In this sense the subjective warrant gains an added measure of significance.  The subjective warrant for physical education makes more transparent the profession's otherwise invisible attempts to announce itself to potential recruits.  It is

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against the subjective warrant that each person tests aspirations, presumed competencies, and characteristics. Constructed on the basis of personal biography, the effects of significant others, societal influences, and direct experiences in schools, it is as important to the understanding of identity formation as it is to career choice.

As an instrument for making a career choice, the subjective warrant may be responsible for patterns of pre-selection in the recruitment process. This implies that a complete understanding of the subjective warrant is a prerequisite to altering persistent recruitment patterns, and furthermore, that recruits are not blank slates waiting to be filled with the contents of professional socialization. Socialization for recruits begins early in life and includes acculturation as well as professional and organizational socialization.

**Statement of the Problem**

The purpose of this study was to: (1) identify the warrant for teaching physical education held by future professionals, (2) identify the influencing attractors and facilitators for future professionals, and (3) explore for any possible influence the South Carolina Physical Education Assessment Program (SCPEAP) may have had on students' decision to enter PETE programs. South Carolina was strategically chosen because of SCPEAP, a reform effort implemented statewide. No data has previously been collected to help determine the impact of this substantive reform effort on attractors and/or subjective warrants of aspiring professionals. Participants who attended grade schools in South Carolina will be identified, and whether or not their PE teachers participated in SCPEAP. SCPEAP will be described in more detail in chapter two. Also addressed will

be issues within recruitment contrasting students entering the field of physical education today in comparison to recruits over the past four decades.

The field of physical education, like any other field, draws recruits. These individuals choose to enter the field of physical education over other options. Each occupational field has unique attractors that may aid in the recruitment of future members. This recruitment is essential to the field of physical education's existence. In other words, if the field of physical education does not continue recruiting persons into its field, then the field will cease to exist. Consequently, recruitment becomes a priority, and can be placed at the forefront of significance in regard to the field's sustainability. The importance of recruiting members into the field of physical education warrants a deeper understanding of why they are attracted to the field.

This study is grounded in occupation socialization literature. For example, the recruitment process will be analyzed through the three phases of the occupational socialization theoretical model. Lawson (1986) defines this as "all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). The three phases of occupational socialization are: (a) anticipatory socialization (recruitment); (b) professional education (pre-service); and (c) organizational socialization (entry into work) (Lawson, 1983a). These three phases span from birth until retirement. Although this study will not focus on all of the stages, each will be described briefly. It is important to note that the stages have no clear chronological beginnings and endings, but for definitional clarity, relatively arbitrary chronological discriminations will be made. The anticipatory stage of occupational

socialization tends to begin around birth, and lasts until individuals enter college.  The professional socialization phase takes place during the recruit's college years, specifically during the years they spend in their teacher education preparation program, and organizational socialization occurs after college during the employment years.

During the anticipatory phase a person develops perceptions of a specific occupation.  Depending on their experience in physical education, and with their physical education teachers, they may have a positive or negative perception of the field of physical education.  For example, the student may have a perception that physical education teachers only roll out the balls for class.  This can be related to their grade school experiences.  In contrast, they may have the perception that physical educators are excellent teachers.  This may be because they have observed PE teachers working very hard, and investing a lot of time and effort into their teaching performance.  In reference to this phase Lawson (1983a) states  "Its products are so taken for granted that they are called common sense, including rules of thumb and ready- made directives for the meanings, experiences, and actions of people." (p. 4**).**

During professional socialization (Lawson, 1983a), students are socialized through a professional preparation program.  For physical education recruits this takes place during their curriculum courses and field experiences.  Students are exposed to at least four types of courses during their professional preparation program: discipline courses, methods courses, skills courses, and general education.  Discipline courses include content such as biomechanics, motor development, motor behavior and so on. Methods courses are the fundamental courses in which the students are provided with a concentration of pedagogical and curriculum development skills.  Skills classes are

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classes that lend themselves to the development of recruits' motor/sports skills, and general education courses include the content that creates informed citizens. Lawson (1983a) describes the professional socialization phase as, "the process by means of which would-be and experienced teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for teaching physical education" (p.4).

The last phase, organizational socialization (Lawson, 1983a), takes place when the recruit enters their professional field as an employee. For Physical Education graduates, they will most likely find employment in either elementary, middle, or high school settings. Lawson (1983a) describes organizational socialization as, often at odds with its professional counterpart, as "the process by which prospective and experienced teachers acquire and maintain a custodial ideology and the knowledge and skills that are valued and rewarded by the organization." (p.4).

Attracting recruits into the field of physical education takes place in anticipatory socialization. During this stage students decide they are attracted to the field of physical education. Physical education teacher education (PETE) programs' recruitment takes place in this anticipatory stage. Lortie's (1975) work was pivotal in identifying the following attractors to the field of education. Students are attracted to teacher education programs because of the desire to work with children, to serve children by making a difference, to remain in the school setting, to receive the material benefits, and to follow the working schedule of teachers. Lawson (1983a) hypothesized two more attractors for physical educators, the desire to be physically active, and the desire to coach sports. The history, development, application, and research of these attractors will be discussed in further detail.

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In terms of the subjective warrant, it is important to understand future professionals' perceptions of the field they are entering. Perceptions of what it takes to become a physical education teacher, and whether they feel competent that they have the skills necessary to become a future physical education teacher are of interest.

A unique opportunity exists with a study of subjective warrants for aspiring teachers in South Carolina. A state-wide reform effort, SCPEAP, can be assessed by the proxy of impact on students who were in public schools while this initiative was being implemented. Exploring any possible impact of SCPEAP on attractors, facilitators and subjective warrants for teaching physical education are available and stand as a potentially valuable contribution to the physical education literature.

**Research Questions**

1. What is the subjective warrant for teaching physical education held by South Carolina PETE students?

2. What are the attractors and facilitators for PETE students in South Carolina?

3. Can SCPEAP be identified as an influence on the perspective of PETE students in South Carolina?

**Significance of the Study**

Physical education teachers in South Carolina have been charged with implementing assessments and reporting data as part of a reform effort titled SCPEAP. There are no data concerning the impact of this reform effort on students' subjective warrants in the state of South Carolina where this reform effort occurred. A better understanding of students in PETE programs may have implications for the future of physical education in schools. For example, does the future of physical education appear

to be heading to fitness only, or at least programs placing a large emphasis on fitness? Will students focus solely on physical activity in their physical education programs? Or, will they focus on skill development in their physical education programs? Could there be another focus that has not been mentioned previously?

Information on new recruits to this field is important. What has attracted future professionals is telling with respect to how the field is perceived. In combination with subjective warrants for what physical education is and what physical educators do, this information may help to predict future prospects for this school subject. Are new recruits on a mission to maintain status quo, or, innovators seeking to adapt the field to the changing needs of society? And, how accurately do new recruits perceive the field—are their views accurate and warrant reinforcement or misguided and in need of remediation by PETE faculty? Last, with respect to a major curricular reform effort, has there been any lasting impact on the main targets of this reform—former K-12 students?

CHAPTER 2

REVIEW OF LITERATURE

**Conceptual understanding of subjective warrants in education**

In terms of socialization, two major models have been used to examine the socialization process of teachers: Fuller's Developmental Teacher Concerns Model (Fuller, 1969) and Occupational Socialization (Stroot & Williamson, 1993). Fuller's model seems to focus more on the experiences of the student as they finish their PETE program. Stroot and Williamson argue that occupational socialization is a more useful model to examine socialization inside the context of teaching physical education.

In relation to occupational socialization, Lortie (1975) adds a paradigm to the literature. In order to understand why using Lortie's paradigm of occupational choice in terms of attractors and facilitators is important and aids in the recruitment process, it may be helpful to take a step back and view the broader picture of occupational socialization and where its roots lie. The three phases of occupational socialization are: (a) anticipatory socialization (recruitment); (b) professional socialization (pre-service); and (c) organizational socialization (entry into work) (Lawson, 1983a). Although all three phases are important, central to this study is anticipatory socialization.

Occupational choice is a small part of occupational socialization and is specific to the anticipatory socialization stage. Socialization literature from medicine, law, education, and physical education relating to attractors and facilitators will be analyzed in the following review. Within the socialization literature, occupational choice will be

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examined so that anticipatory socialization can be better understood in terms of why candidates select certain occupations in comparison to others.  This knowledge and history will shape how recruitment in education is framed.  Within recruitment Lortie's (1975) conceptualization of attractors and facilitators will be utilized.  These attractors and facilitators are the main factors that influence one's subjective warrant.

**The general literature on occupational choice**

At one point or another an individual will choose an occupation based upon certain parameters.  Research on occupational choice has been grouped into two categories: the psychological perspective and the sociological perspective.

**Psychological vs. sociological perspective**

The psychological perspective of occupational choice literature focuses on a person's decision to enter certain occupations.  This paper will rely heavily on the work of Ginzberg, Ginzberg, Axelrad, and Herma (1951).  Ginzberg et al. (1951) describe three stages of occupational choice.  The first is the fantasy stage, the second is the tentative stage, and the third stage is referred to as the realistic period.  In relation to ages, the first stage occurs during childhood.  This stage begins around the age of six and continues into early adolescence.  The second stage occurs from around 11 until 17 years of age, and the last stage occurs during adulthood.  During the first stage, occupational stereotypes are prominent and thus determine a child's interest in the occupation.  This includes how the child "thinks about an occupation in terms of his wish to be an adult" (Ginzberg et al., 1951, p.186).  During the second stage, the educational and personal attributes required for occupations become more apparent to the individual.  The child begins to find identity

in different occupations that seem probable to the child. The child's occupational decisions during this stage are largely subjective. During the third stage subjective and external factors impact the vocational plan of the individual (Dewar, 1983). During this final stage, after making several choices that narrow down occupational options, the occupational choice decision will be made (Ginzberg et. al., 1951).

Within the third stage that Ginzberg et. al. (1951) identified, a categorical organization of occupational choice developed by Holland (1959) will be utilized. Holland (1959) categorized occupational choice into six major orientations. The orientation includes the motoric orientation (laborers, aviators, farmers, truck drivers), intellectual orientation (mathematicians, biologists, chemists), supportive orientation (teachers, interviewers, social workers), conforming environment (bank tellers, bookkeepers and file clerks), persuasive environment (salesman, politicians, business executives), and the aesthetic environment (musicians, artists, poets). The supportive orientation will be examined further, since the occupation of teaching falls under this category. Holland (1959) describes the supportive orientation as a place where persons can obtain their desires for attention and socialization in a structured and safe setting. These persons will likely have personal and social skills. They are also likely to possess humanistic and religious values. The implications Holland (1959) asserts for PE teachers is they are likely to have an interest in molding others by thorough developing, training, and informing. Holland (1959) also suggests that teaching and coaching personality types are similar although they have different behaviors and orientations. Occupational choice began to be analyzed through the lenses of socialization, thus occupational choice became a piece in the larger puzzle of professional socialization (Dewar, 1983).

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The sociological perspective examines factors such as social class, education, culture, gender, family, and peer influences. These factors are not immediately controlled by the individual and may have influences on the occupational selection of the individual. In other words, occupational choice may be influenced by both individual and societal factors. Research by Ginzberg et. al. (1951) attempted to develop a sociological theory to explain the intricacies of the process leading to an occupational choice (Dewar, 1983). The framework laid out by Ginzberg et. al. (1951) allowed researchers to attempt to identify societal and individual factors that influence occupational choice. Although the role of the individual in selecting their occupation is not completely ignored, it is not the focus (Mitchell, 1984). From this sociological perspective, findings can further the work on professional socialization, particularly through the attractors and facilitators framework (Dewar, 1983; Lortie, 1975). For purposes of this paper, socialization can be defined as "the process by which people selectively acquire the values and attitudes, the interest, skills and knowledge—in short the culture current in the groups of which they are, or seek to become members" (Merton, 1957, p.287).

**General occupational socialization**

Professional socialization researchers mainly focused on areas such as law and medicine. Researchers were interested in what influenced persons to enter these fields. Although this research did not directly relate to education, important contributions were made. For example, students that were attracted to the medical and law profession were split into two categories regarding age: early and late deciders (Theilens, 1958). Theilens found that parental influence played a large influential part in the early deciders. These

influences came in the form of encouragement and from members of the family that were involved in the same profession. The late deciders credited peers and role models that worked in the profession they aspired to join as influential to their attraction to a field. Helfrich (1975) furthered this research and split the two age groups into four age groups. The groups are as follows: early school deciders (high school), late school deciders (college), early work deciders (after high school), and late work deciders (after college). These findings are important because they identify differing routes of entry into occupational fields such as physical education. Furthermore, these findings identify that not all program entrants follow the same path or are attracted to the profession in the same manner. Thus they are attracted for differing reasons during their anticipatory stage of socialization.

**Teacher socialization**

In terms of teacher socialization specifically, students' predispositions during the anticipatory phase (of teacher socialization) have a substantial impact on their beliefs about becoming a teacher. The same predispositions may possibly have more of a socializing influence than the professional training in their PETE program and even in their organizational socialization. Zeichner & Gore (1989) identify three major components that pertain to teacher socialization during the professional (preservice) phase of occupational socialization. The three components are (a) general education coursework, (b) methods coursework inside of the education college, and (c) field-based experiences in the elementary and secondary schools.

A framework was still needed for occupational choice in education.  Lortie (1975) provided a framework that has been used to analyze the recruitment of students into physical education programs.

**Socialization literature**

As previously stated, socialization has been defined by Merton (1975) as "the process by which people selectively acquire the values and attitudes, the interests, skills and knowledge – in short the culture – current in the groups of which they are, or seek to become members" (p. 287).  Different perspectives have been used to research socialization such as the functionalist, interpretive, and dialectical/dynamic (Zeichner & Gore, 1990; Schempp, & Graber, 1992).

Functionalist view

Functionalists wish to identify the factors that influence individual's occupational decisions.  The functionalist views the student as a passive agent in the socialization process (Templin & Schempp, 1989).  This view is limited and does not explain why some teachers resist the forces of socialization by not adapting and conforming to the beliefs of the teacher education program.  From a functionalist standpoint, it is important to identify the different variables that impact the individual choices that assist researchers in their prediction of candidates that enter teacher education programs, and the attributes that come with the student, such as their values, skills, and attitudes (Dewar, 1989).

Interpretive view

From the interpretive view, the focus shifts from the factors that influence the individual's occupational decisions to a negotiation of the individual's personal and professional identity.  This places the recruit as an active member in the socialization

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process, and their decisions are influenced by context. Thus the individual takes into consideration the context when making decisions to enter an occupation (Dewar, 1989).

Dialectic/ Dynamic view

Socialization that has been viewed from the dialectical/dynamic view takes into account the interplay between individuals, society, and institutions where they are socialized. This view of socialization places the individual as an active agent in their occupational socialization process (Templin & Schempp, 1989). Socialization from a dialectical perspective is a negotiation of not only what they learn but also how they interpret what they believe is necessary to be successful in their occupation (Templin & Schempp, 1989).

Physical education recruits are involved in the dialectical process as they develop their beliefs of what is necessary to be successful in the field of physical education as they progress through school. For example, a student may spend the last four years of their grade school physical education in a class directed by a PE teacher that simply rolls out the balls and allows the students to play at their own leisure, while the PE teacher focuses on their coaching role. This may provide the recruit with an understanding that the PE teacher's job is easy and they have what it takes to be successful from this view. The recruit develops opinions based on experiences and may view the PE profession as fun, easy, and so on. The recruit will likely hold onto these beliefs as they enter college, but interactions in the PETE program will likely challenge these beliefs and alter the boundaries, thus the dialectical process continues. This dialectical process will continue into employment as well.

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**Stages of Occupational Socialization**

As stated, the three phases of socialization into teaching physical education have been identified within the occupational socialization model as: (a) anticipatory socialization (recruitment); (b) professional socialization (pre-service); (c) organizational socialization (entry into work), (Lawson, 1983a). These three phases span from birth until retirement. The stages have no clear chronological beginnings and endings, however, the anticipatory stage of occupational socialization tends to begin around birth and last until college. The professional socialization phase takes place during the recruit's college years, specifically during the years they spend in their teacher education preparation program. The organizational socialization occurs post-college during the employment years.

Anticipatory socialization

During the anticipatory phase a person develops perceptions of a specific occupation. For example, a person depending on their experience in physical education related to their teachers may have a positive or negative perception of the field of physical education. The student may have a perception that physical education teachers only roll out the balls. This may be because that is what they have been exposed to. They may also have the perception that physical education teachers are very hard workers and great teachers who develop content from simple drills to complex games, and cultivate and reward success in students. This may be because of exposure to PE teachers that have invested much time and effort into their teaching performance.

Professional socialization

During the second phase, professional socialization (Lawson, 1983a), students

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progress through a professional preparation program.  For physical education recruits this takes place during their curriculum courses and field experience.  Students are exposed to three types of curriculum courses during their professional preparation program, discipline courses, methods courses, and skills courses.  Discipline courses can be thought of as courses such as biomechanics, motor development, motor behavior and so on.  Methods courses can be thought of as the place in the curriculum where students are provided with a concentration of pedagogical and curriculum development skills.  Lastly, skills classes can be thought of as classes that lend themselves to the development of recruits' motor/sports performance.

Organizational socialization

The last phase, organizational socialization (Lawson, 1983a), takes place when the recruit enters their professional field as an employee.  For physical education graduates, most will likely find employment in either elementary, middle, or high school settings.

Next, the notion of the subjective warrant will be addressed.  This important construct is most often studied as a part of the initial or anticipatory phase of occupational socialization.

**The Subjective Warrant**

The subjective warrant is often developed and associated with the anticipatory phase of socialization.  It includes perceived requirements for the profession and how their abilities and skills match these perceived requirements, and functions as a sort of lens through which the recruit views a profession (Dewar & Lawson, 1984).  Recruits that enter the field of physical education may have different subjective warrants based on

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their diverse backgrounds and experiences.

Lortie (1975) examined recruitment into the education field and came up with two types of recruitment resources, attractors and facilitators. The five main attractors Lortie identified are: (a) interpersonal theme, (b) the service theme, (c) the continuation theme, (d) material benefits, and (e) the theme of time compatibility. The two facilitators Lortie described are wide decision range (entry into the profession at any time) and subjective warrant (ease of admission). Lawson (1983a) added two more attractors for future candidates related to the field of physical education, the desire to be physically active, and the desire to coach sports.

**Attractors**

The interpersonal theme attracted candidates who desired to work with children. Lortie (1975) described how few professions involve frequent interactions with children. Teaching is one of the professions that allow for great amounts this interaction. Lortie described teachers as people who liked to work with people and children. He described the difference between teaching and other middle class professions that work with children, noting that teaching provided the opportunity to work with children that were not necessarily ill or disadvantaged. Teachers also hold the important responsibility of dispersing the knowledge they have gained through education amongst other means. Their interpersonal skills are thus utilized in this dispersion.

The service theme attracted candidates who valued service. Lortie (1975) identified service as an important theme amongst teachers. Teachers regarded their services as a valuable asset. He explained that most teachers who take pride in the service theme are likely to not be critical of the practice of education and would like the

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practice to prevail. He also points out that teaching, as a service, is likely to be admired by Christians because of its biblical roots and by secular society because the ideal of service is attractive to them.

The continuation theme on a broad level attracted candidates who wished to stay in school. Lortie (1975) described that some are attracted to the occupation of teaching because they wished to continue to be in a setting they enjoyed for so much of their life. These teachers enjoyed going to and being in a school and thus noted that the continuation of this desire was appropriate for teaching. Some teachers may have really liked being involved in sporting activities during the schooling experience, yet they do not possess the skills that are required to continue participation in sports at an elite level beyond high school. The teachers with this mentality would be well suited to continue their love for sports as a possible physical education teacher in a grade school. They would hopefully be able to continue pursuing this passion for several decades. Lortie \ pointed out that some are attracted to the school setting and view teaching as a means to satisfy this attraction.

Material benefits such as money were especially attractive to the female candidates. Lortie (1975) pointed out that teachers did note material benefits as an attractor to the teaching profession more so than as a key factor in their decision to become a teacher. He noted that teachers, when compared to other occupations, are not considerably different in terms of pay, especially when broken down by gender, specific to women. Lortie also identified that teachers generally work significantly fewer days than other occupations and this should be taken into account when comparing material benefits.

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The theme of time compatibility attracted candidates who felt they would benefit from the teaching schedule of teachers. Lortie (1975) described the attraction of working schedules of teachers, and although teachers are being required to log more hours than in past decades, compared to other occupations, they still work considerably fewer days. He identified that not only are there fewer work days but other aspects such as finishing work midday, generous amounts of time off for holidays and a desirable amount of time off during the summer are all attractors to the profession. Lortie also pointed to the notion of child compatibly. Teachers who have children attending school are able to benefit from their compatible schedules. Lortie suggested that this attractor can also have its downsides. For example, potential candidates who cite this as a main attractor to the profession are likely not to identify as strongly with the interest of the occupation.

Specific to the field of physical education, Lawson (1983a) added to Lortie's (1975) original five attractors. The desire to coach was so strong for many attracted to the field of PE that Lawson (1983a) hypothesized that some of these students were using teaching as a means to become a coach (end). The desire to remain physically active was a strong attractor for candidates who did not wish to work in sedentary conditions (Lawson, 1983a). Physical education provides an outlet for candidates to remain physically active while concurrently employed in a profession.

**Facilitators**

In contrast to attractors, facilitators are defined by Templin et al. (1982) as "the social mechanisms, which help move people into a given occupation" (p. 121). Facilitators refer to the experiences and people who have influenced physical education candidates to enter the field of teaching (Hutchinson, 1993). These significant people

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include but are not limited to siblings, peers, parents, physical education teachers, and coaches. These people help to influence the perceptions future candidates place on whether or not to enter the physical education teaching programs (Dodds et al., 1991).

The two facilitators Lortie (1975) describes are subjective warrant (ease of admission), and wide decision range (entry into the profession at any time). Templin et al. (1982) kept subjective warrant as a facilitator but added special facilitators such as identification with teachers, continuity with the family, and blocked aspirations.

A wide decision range derived from Lortie's (1975) work. At one point in time or another, people will be attracted to a certain profession and attempt to gain access into that profession. One facilitator of the teaching profession is the allowance for an individual to decide to enter the program in a wide range of times, when compared to entrance into other programs. For example, for most who wish to be a musician or a physician, they will need to begin gaining expertise at an early age and develop skills that will facilitate their entry into their professions. Circumstances may be no different for many students entering the field of education, although if a person does not decide they want to be a teacher until the professional stage of occupational socialization they can still gain entrance into the field. Lortie pointed out that a wide decision range may not always be beneficial to the profession. He noted that teachers who develop their attraction to teaching early on may feel that they have a 'calling' to the profession. In contrast, teachers attracted to the profession later in life may just look at teaching as a compromise in terms of reality and available jobs.

The subjective warrant is one of the facilitators to the field of education. Before one enters a profession it is often determined by the individual what they believe is

required for entrance and continuation of a profession.  Lortie (1975) speaks to the notion of children determining whether they have the dexterity needed in their hands to become a surgeon, or arguing with peers in order to determine if they have the skill set needed to become a lawyer.  This speaks to the notion of subjective warrant, as Lortie (1975) defines, "It is instructive to know what people think is required for success in a given work role, for this indicates the subjective filters associated with the occupation—its subjective warrant" (p. 39).  He makes the point that occupations that have more rigorous warrants to access are likely to lose more potential candidates than those with less rigorous warrants.  Lortie (1975) places teaching on the end of the spectrum that has less rigorous warrants for entry.

Students, who identify with teachers, may want to be a teacher because they had such good teachers.  Conversely, students may want to enter the field of education because they had teachers they were less than pleased with and desire change in the quality of teachers (Templin et al., 1982).

Students who have had teachers in their family may desire the field of education under the guise of continuity with the family.  There are also students who choose to join the teaching field because they did not meet the demands of other professions and therefore had blocked aspirations (Templin et al., 1982).

It seems that in some cases students may have been attracted to physical education as a last resort in terms of their academic scoring (Dewar, 1983).  For example, Templin et al. (1982) found that physical education entrants performed at a mediocre level in their high school academics.  Furthermore, Lortie (1975) suggested that entering

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the field of physical education might be one of the few alternatives for early deciders and one of a few opportunities left after blocked aspirations for late deciders.

The limitation of Lortie's (1975) work was pointed out by Dewar (1983). "There is no information on the importance of these factors for recruitment into physical education programs or how these factors influence the recruits' decisions when making comparisons with other professional programs. This aspect of recruitment into physical education merits attention as the nature of these entrance requirements will determine, to a large extent, the academic caliber of the individuals the profession is able to attract and retain" (p. 25).

**General Education and Physical Education Literature**

The research in recruitment has been essential in the development of a framework that allows for better understanding of why students choose the field of education as a career in terms of attractors and facilitators. As stated by Lawson (1983b), "the socialization of physical education teachers begins in early childhood, results in a subjective warrant for teaching physical education and continues upon entry into teacher education programs" (p. 3). Understanding this subjective warrant allows for a more suffice understanding of recruitment into PETE programs (Dewar & Lawson, 1984). There has been limited research using this framework, and the need for replication is essential. The limited number of studies described in the following paragraphs represents most of the research that has studied subjective warrants, attractors and facilitators in order to understand recruitment into the field of physical education. It is important to understand both qualitative and quantitative methods have been used to research recruitment, and the differing methods will be identified in the review.

Several studies have used qualitative methods to study recruitment. In order to better understand not only undergraduate students but also graduate students, O'Bryant et al. (2000) were interested in researching graduate students. Questions of concern were; what attracted graduate students to the field of physical education, identification of situational/ societal factors that facilitated this decision, and personal beliefs of what it means to be a physical education teacher. Qualitative case study methods of eight participants were used, including interviews, autobiographical statements, and teaching observations. The main finding indicated that although master's level students enjoyed sports and physical activity, they were more committed to teaching than coaching. Qualitative research has also been utilized in order to gain a better understanding of recruitment in physical education. Phenomenological research was completed by Hutchinson and Buschner, (1996) who studied two delayed entry students into a PETE program. Understanding why these delayed entry students chose PE was of interest in this study. Interviews were used as a means to collect data. Hutchinson and Buschner found that delayed entry students possess different learning styles than typical 18-24 year old PETE students. Subjective warrants still served as a construct that had strong influences on their career decisions. A structured process for reflection allowed for a more clear analysis of students' subjective warrants.

Researchers have also utilized quantitative methods to gain a deeper understanding of recruitment. Research regarding subjective warrants has been used outside of physical education and general education in areas such as athletic training. Mensch & Mitchell (2008) surveyed 46 students in an introductory college course setting. Of the 46 students, 23 self-identified as having an interest in pursuing a career in athletic

training, and 23 students, although aware of the field of athletic training, were not interested in pursuing a career in the field. The focus of this research was to examine the accuracy of subjective warrants for athletic training.

Mensch & Mitchell (2008) argued that it was likely an athletic trainer entered the program because of an injury sustained in sports, and overwhelming data supported their hypothesis. The authors suggested that this type of subjective warrant may be very similar to that of a physical education teacher entering the field, with a strong desire to coach, because they enjoyed playing sports (Mensch & Mitchell, 2008).

In a quantitative study specific to the field of physical education, Spittle et al. (2009), studied 324 pre-service college students enrolled in physical education programs. The academic motivational scale (likert scale 1-7) was used in combination with a survey that included seven attractors and four facilitators. Students in this study ranged from first year college students to fourth year college students. Spittle et al., placed the attractors and facilitators into Vallarand's (2000) framework of global, situational, and contextual motivation. Findings included reasons for students' attraction to the field coupled with motivation. For example, Spittle and colleagues found that students with a sports and physical activity attraction to the field of physical education related more to extrinsic motivation when compared to students who were attracted for service reasons and had greater intrinsic motivation.

Specific to the field of physical education, Dodds et al. (1992) studied recruitment also using quantitative methodology. Although Dodds and her colleagues did not directly study the subject warrant, they did study attractors and facilitators of PETE students. In order to better understand the attractors and facilitators, these authors developed a 51-

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item questionnaire to be administered to PETE majors.  There were 1,131 participants who completed the questionnaire.  The three sections in the survey covered demographics, primary and secondary sport participation, and influence of significant others.  The authors found that students ultimately make a decision to enter a profession based on self-evaluation against a particular warrant.

One of the paramount studies on subjective warrant occurred in the 1980's and was conducted by Allison Dewar.  Dewar (1983) studied recruitment through subjective warrant.  Dewar's purpose was to understand what attracted recruits to the field of physical education, how the profession announced itself to future recruits and how the recruits viewed the profession (subjective warrant).  Open response and closed ended questions were given to 40 high school students in the form of a questionnaire.  The data were analyzed using content analysis and qualitative research methods.  The survey questions were developed using factors that influence recruits' subjective warrants.  The three factors Dewar used were personal, situational, and societal.  Findings from the study indicated that students closely associated teaching and coaching with a career in physical education.  Students who were not attracted to the field of physical education cited teaching as the main reason for their rejection. Dewar also found that the majority of students in the study were very involved in sports.  For example, the majority of her participants spent at least 30 hours a week in a sport related activity.  The females had higher grade point averages, when compared to the males.  These same participants were also attracted to the PE profession because they wanted to keep their close association with sports.  The majority of the students' decisions to enter the field of PE were facilitated by their coaches, physical education teachers, and family members.

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Dewar's study (1983) will be used to compare recruitment into a PETE program over thirty years ago with a PETE program in 2015. Thirty years is a long time, and a sufficient amount of time has passed to justify a reexamination of recruitment in PETE programs. It is also important to understand the potential impact that a statewide physical education assessment program may have on the subjective warrants of future recruits.

**South Carolina Physical Education Assessment Program**

Since this study was conducted in the state of South Carolina, it is important to provide a brief synopsis of the South Carolina Physical Education Assessment Program (SCPEAP). SCPEAP was birthed out of the University of South Carolina for the purposes of design and implementation of an assessment program (Rink & Mitchell, 2002). Increasingly the program expanded and eventually included the training of teachers so that they could collect data independently, assess the quality of the data reported by schools, and report this data to administration officials. All PETE programs used for this study were located in South Carolina, increasing the likelihood that students entering the PETE programs had gone to schools in South Carolina where SCPEAP assessments were used.

Formal written policies were established for SCPEAP. Assessment manuals aided with policy manuals were written for the elementary, middle, and high schools that described how the assessment data would be gathered, evaluated, and reported (Rink & Mitchell, 2002). SCPEAP implemented assessments into the physical education classrooms in South Carolina schools. The desired effect of this implementation was to improve the quality of physical education in the school system. Implications for this study stemmed from the hope that this improvement in quality actually occurred,

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especially at the high school level, where historically physical education has been weak. If improvement did occur and students attending South Carolina schools experienced a higher quality of physical education, did this then effect their subjective warrants especially in terms of their teaching/coaching orientations.

**Summary**

Recruitment in the field of physical education under Lortie's (1975) framework has been described in terms of attractors and facilitators. This recruitment framework lies inside the research on professional socialization which is conceptualized under the larger umbrella construct of the occupational choice literature. Educational choice as a framework for studying the field of eduction was pioneered by Lortie (1975). Lortie framed recruitment into two main categories, attractors and facilitators. The subjective warrant provides a key to understanding recruitment in the physical education teacher education. The above recruitment framework was used to develop a research instrument (i.e. survey) to address the three research questions discussed in the following chapter.

CHAPTER 3

METHODS

The purpose of this study was to: (1) identify the warrant for teaching physical education held by future professionals, (2) identify the influencing attractors and facilitators for future professionals, and (3) explore for any possible influence the South Carolina Physical Education Assessment Program (SCPEAP) may have had on students' decision to enter PETE programs. South Carolina was strategically chosen because of SCPEAP, a reform effort implemented statewide.  Specific questions of interest were:

**Research Questions**

1. What is the subjective warrant for teaching physical education held by South Carolina
    PETE students?

2. What are the attractors and facilitators for PETE students in South Carolina?

3. Can SCPEAP be identified as an influence on the perspective of PETE students in
    South Carolina?

    Answers to these questions were pursued through the development and implementation of a questionnaire.  The questionnaire was divided into three sections derived from Lawson's (1984) hypothesis of recruitment into PETE programs, which were: subjective warrants, attractors and facilitators.  Two additional sections of the instrument were designed to address potential SCPEAP exposure, and last, demographics of participants.  The sections of the questionnaire are described below, followed by information on a pilot study designed to refine the questionnaire.

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**Development of Instrument**

A search of related literature indicated that no instrument existed that examined attractors, facilitators, subjective warrants, and students' SCPEAP exposure. Hence, a questionnaire (Appendix A) with four sections was constructed to identify (1) the subjective warrant for teaching physical education held by South Carolina PETE students, (2) the attractors and facilitators for PETE students in South Carolina, (3) SCPEAP's possible influence on the perspective of PETE students in South Carolina, and (4) demographic/background information. The attraction and decision to enter physical education, and facilitator sections of the survey were drawn from Dewar's (1983) framework regarding subjective warrant. The subjective warrant/ knowledge of physical education section was adapted from Mensch & Mitchell's (2008) study. The questionnaire consisted of open response and closed ended questions. All of the close ended questions used a likert scale.

The six point likert scale used the following anchors: strongly agree and strongly disagree. Between these anchors lie the choices: agree, somewhat agree, somewhat disagree, and disagree. All questions in the subjective warrant section of the survey were open ended. All questions in the attractors section of the survey related to the statement of, "I decided to enter the PE profession because…". The questions in the facilitators section of the survey relate to the statement of, "I want to become a physical education teacher because of the influence of my …". All questions in the SCPEAP exposure section relate to the statement of, "reflecting on your high/middle/elementary school PE

program did you…".  These questions could be answered by choosing either no, yes, or I don't remember.

The instrument also contained open response questions created to gain a better understanding of students' beliefs about being a physical education teacher.  Participants were asked for their perceptions of what physical education teachers do, what skills they need to be successful, and how well the participants themselves measured up to these perceptions.

These open response questions were included to allow for unanticipated answers, gain greater detail of the respondents' perceptions, and allow for participants to answer questions in their own words (Fowler, 2009).  The constant comparative approach based on Glaser (1992) was used to analyze the data from the open response questions.  Using this approach, patterns and categories could be detected after the data were coded and analyzed.  The data were structured using an Excel file and distinctive categories were reported.

Qualitative data were collected from eight questions on the instrument.  For each open response question, responses were coded to allow major themes to be identified. Themes were then reorganized in reference to the research questions.  Questionnaire items addressing each research question are described in Appendix C.  Quite simply, the questions in section one address research question one.  Sections two and three address research question two, and section four addresses research question three.

**Pilot Study**

A pilot study was performed on master's level students at the University of South Carolina. The questionnaire (Appendix A) was adapted from Lawson's (1983) work. Influences for questions on SCPEAP were taken from Mensch & Mitchell (2008). The reason master level students at USC were chosen for pilot testing lies in their accessibility. These students were geographically close and, because the researcher had been in classes with these students, they were predisposed to complete the survey. The purpose of this pilot study was to ensure that directions and clarity of the questionnaire were appropriate for PETE students.

Students completing the pilot study were asked to fill out the survey, provide any suggestions for revisions with respect to clarity, and note the amount of time it took them to complete the survey. Four students (one female and three males) completed the pilot study, taking a minimum of 19 minutes and a maximum of 24 minutes. Instructions for the final survey were edited based on feedback received from these pilot participants. The suggestions from the pilot participants were in reference to the first three questions. The original instrument questions are below.

1. What is a physical education teacher? Explain.

2. When you think of a physical education teacher, what comes to mind?

3. What does a physical education teacher do? What are his or her job responsibilities?

Question #1 was deleted, question #2 was unchanged, and question #3 was changed to read as follows:

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1. When you think of a physical education teacher, what comes to mind?

2. Is there anything else that comes to mind when you think of a physical education teacher that would describe what a physical education teacher does? Put another way, are there any other job responsibilities that you believe are expectations of physical education teachers?

The Final PETE Survey can be found in Appendix A.

**Procedures**

In order to obtain proper access to the participants, permission was applied for from the University of South Carolina, Instructional Review Board (IRB). After receiving approval from the IRB, the researcher contacted the appropriate professors from the following schools: Lander University, Winthrop University, The Citadel, College of Charleston, South Carolina State University, Limestone College, Coker College, Southern Wesleyan University, Newberry College, Coastal Carolina University, University of South Carolina (Columbia), and the University of South Carolina (Upstate) in the hopes of gaining access to their students for data collection purposes. Initial contact was made via email (see Appendix B for script). The researcher proposed to give the questionnaires via paper and pencil format at each school, during the professor's class, after obtaining proper permission from the professor. After receiving suggestions from individual professors, it was decided that each school would administer the survey to their own students. The surveys were hand delivered to each campus in a manila envelope with a testing protocol on the front of the folder. The survey was expected to take less than 25 minutes to complete, based on the pilot study. The surveys were given during the Spring 2015 semester to students at the entrance point in the PETE programs.

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Students who had declared physical education as their major were considered at the entrance point in their PETE program.

**Participants**

It was important to survey students entering physical education programs. Selection of participants was inclusive of male and female students in the undergraduate PETE programs inside the state of South Carolina.  Schools were used from multiple regions in the state and included: Lander University, Winthrop University, The Citadel, College of Charleston, South Carolina State University, Limestone College, Coker College, Southern Wesleyan University, Newberry College, Coastal Carolina University, University of South Carolina (Columbia) and the University of South Carolina Upstate. These schools were chosen based on their active PETE programs.

**Data Analysis**

Survey responses were conveyed into statistical software (SPSS Version 22).  The primary data analysis consisted of basic descriptive statistics regarding the analysis, and summarization of results was used as a statistics model.  More specifically, means in relation to the survey questions were reported.  Independent t-test were used to determine if any differences were significant on the closed data.  Constant comparison analyses were completed on the open data.  Therefore the survey and data were analyzed from attraction, facilitator and subjective warrant categories.

CHAPTER 4

RESULTS

The purpose of this study was to: (1) identify the warrant for teaching physical education held by future professionals, (2) identify the influencing attractors and facilitators for future professionals, and (3) explore for any possible influence the South Carolina Physical Education Assessment Program (SCPEAP) may have had on students' decision to enter PETE programs. South Carolina was strategically chosen because of SCPEAP, a reform effort implemented statewide. Specifically, three research questions guided this study: (1) What is the subjective warrant for teaching physical education held by South Carolina PETE students? (2) What are the attractors and facilitators for PETE students in South Carolina? and, (3) Can SCPEAP be identified as an influence on the perspective of PETE students in South Carolina? A description of the participants will be presented before discussing specific findings related to research questions.

**Participants**

*Demographic Profile*

A total of 103 participants filled out the questionnaire. While three participants elected not to report their age, the remaining 100 participants' ages ranged from 18-39 years old (M=21.51, SD=3.82). 89% (n=86) of PETE students were between the ages of 18 and 22, 10 PETE students (9%) were between the age of 23-28, and 2 PETE students (2%) were ages 38 and 39. Students from the following 14 colleges and universities that participated in this study are listed by college, (4.1), gender, (table 4.2), year in school,

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(table 4.3) and ethnicity (table 4.4).

**Table 4.1**

*University participation*

| School | Number of students that completed survey |
|---|---|
| **Anderson University** | 3 |
| **Charleston Southern University** | 9 |
| **Coastal Carolina University** | 10 |
| **Coker College** | 3 |
| **College of Charleston** | 5 |
| **Erskine College** | 12 |
| **Lander University** | 9 |
| **Limestone College** | 5 |
| **Newberry College** | 3 |
| **South Carolina State University** | 1 |
| **The Citadel** | 2 |
| **Winthrop University** | 18 |
| **University of South Carolina Upstate** | 12 |
| **University of South Carolina** | 11 |

*Gender*

**Table 4.2**

*Participant gender*

| Responses | Frequency | Percent |
|---|---|---|
| **Male** | 60 | 58.3 |
| **Female** | 43 | 41.7 |
| **Total** | 103 | 100.0 |

*Class Year*

**Table 4.3**

*Participant Year in School*

| Responses | Frequency | Percent |
|---|---|---|
| **Freshman** | 14 | 13.6 |
| **Sophomore** | 28 | 27.2 |
| **Junior** | 46 | 44.7 |
| **Senior** | 15 | 14.6 |
| **Total** | 103 | 100.0 |

*Ethnicity*

**Table 4.4**
***What is the ethnic background that you primarily identify? (Please check only one.)***

| Responses | Frequency | Percent |
|---|---|---|
| **African American/Black** | 12 | 11.7 |
| **Asian/ Pacific Islander** | 1 | 1.0 |
| **White** | 90 | 87.4 |
| **Total** | 103 | 100.0 |

**Participants were also asked to self-report their cumulative grade point average (GPA).**

The majority of students (n=43) reported having a 3.1-3.5 cumulative GPA. Only two students reported having a GPA of 1.6-2.0, and 15 students reported having a GPA of 3.6-4.0. These GPA's will be further broken down and compared based off differing genders.

*Grade Point Average*

**Table 4.5**
***Participant Cumulative GPA***

| Responses | Frequency | Percent |
|---|---|---|
| **1.6-2.0** | 2 | 1.9 |
| **2.1-2.5** | 10 | 9.7 |
| **2.6-3.0** | 33 | 32.0 |
| **3.1-3.5** | 43 | 41.7 |
| **3.6-4.0** | 15 | 14.6 |
| **Total** | 103 | 100.0 |

The next item in the questionnaire asked participants to indicate what level of school they would prefer to teach. Those responses are represented in table 4.6. The largest number of students (n=36 or 35.0%) reported high school as their PE teaching preference. Elementary PE was reported as the second highest level of teaching preference (n=28 or 27.2%).

*Teaching Preference*

**Table 4.6**
*Participant Preference for Level of Teaching*

| Responses | Frequency | Percent |
|---|---|---|
| High school | 36 | 35.0 |
| Elementary school | 28 | 27.2 |
| Middle school | 17 | 16.5 |
| Any k-12 job that is offered | 12 | 11.7 |
| Undecided | 8 | 7.8 |
| Level is less important than location | 1 | 1.0 |
| College | 1 | 1.0 |
| Total | 103 | 100.0 |

The next question focused on the age at which the decision was made to pursue teaching. These results are presented in table 4.6. The age of decision ranged from 10-38 years old (M=18.36, SD=7.17). The average age of decision to become a physical education teacher by the participants was 18.36 years old. The majority of students (67%) decided they wanted to be a physical education teacher before the age of 19.

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**Age of decision**

**Table 4.7**
*Participant Age of Decision To Teach*

| Age | Frequency | Valid Percent | Cumulative Percent |
|---|---|---|---|
| **10.00** | 1 | 1.0 | 1.0 |
| **12.00** | 3 | 2.9 | 3.9 |
| **13.00** | 2 | 1.9 | 5.8 |
| **15.00** | 9 | 8.7 | 14.6 |
| **16.00** | 7 | 6.8 | 21.4 |
| **17.00** | 13 | 12.6 | 34.0 |
| **18.00** | 34 | 33.0 | 67.0 |
| **19.00** | 19 | 18.4 | 85.4 |
| **20.00** | 5 | 4.9 | 90.3 |
| **21.00** | 3 | 2.9 | 93.2 |
| **23.00** | 1 | 1.0 | 94.2 |
| **24.00** | 1 | 1.0 | 95.1 |
| **25.00** | 1 | 1.0 | 96.1 |
| **34.00** | 1 | 1.0 | 97.1 |
| **35.00** | 1 | 1.0 | 98.1 |
| **36.00** | 1 | 1.0 | 99.0 |
| **38.00** | 1 | 1.0 | 100.0 |
| **Total** | 103 | 100.0 | |

The next focus of interest for these participants surrounded their athletics experience. Almost all participants were athletes (100/103; 97.1%), and more than half had coaching experience (55/103; 53.4%). Coaching experience was more prevalent for males (35/60; 58.3%) than for females (20/43; 46.5%).

Summary of Participant Demographics

Seven of the 14 institutions preparing physical education teachers in South Carolina account for more than half of the participants in this study (81/103; 78.6%). Most are male (60/103; 58.3%), and either sophomores or juniors at their schools (74/103; 71.8%), and they are overwhelmingly white (90/103; 87.4%). Self-reported

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grades indicate that most are in the C+ to B+ range (76/103; 73.8%), and they want to teach at either the high school or elementary levels more than any other (64/103; 62.1%), a decision made by most between the ages of 17 and 19 (66/103; 64%). Last, almost all were athletes and most had coaching experience.

In the next sections, results from open response questions are presented in two formats. First, summary tables of broad categories of responses are presented. Then, qualitative examples of responses are presented with direct quotes from participants.

**Research Question One**

What is the subjective warrant for teaching physical education held by South Carolina PETE students?

Qualitative data were collected from eight questions on the instrument. All eight of these questions related to subjective warrant. For each open response question, responses to each item were coded and thus major themes were identified.

**Table 4.8**

*When you think of a physical education teacher, what comes to mind?*

| Responses | Number of students who identified the response |
|---|---|
| **Being active** | 26 (25%) |
| **Participating and teaching sports** | 22 (21%) |
| **Teaching health** | 22 (21%) |
| **A coach** | 15 (14%) |
| **Someone who is fun** | 10 (10%) |
| **Someone who is athletic** | 9 (9%) |
| **Total students that answered** | 103 (100%) |

For 26/103 (25%) of the students, promoting physical activity came to mind when thinking about a physical education teacher. Student #97 provided an example of this when they wrote: "Someone who promotes being active and teaches kids the necessary practices to do so." Participating and teaching sports was identified by 22 of the students

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when asked the same question.  Student #58 provided an example: "An educator that is responsible for the imparting of knowledge about health, wellness and physical activity." Sports were identified as a response by 22 of the students as well. Student #100 provided an example: "someone who likes sports."  Coach was identified as a response by 15 of the students.  Student #46 provided an example:  "a good coach a good leader."  Fun was identified as a response by 15 of the students, student #59 provided an example: "A fun PE teacher that enjoys letting students have fun while being active."  Athletic was identified as a response by 9 of the students, student #69 provided an example: "someone who is good with kids and someone who is athletic."

**Table 4.9**
*Are there any other job responsibilities that you believe are expectations of physical education teachers?*

| Responses | Number of students who identified the response |
|---|---|
| Coaching | 19 (20%) |
| Mentor/role model | 17 (18%) |
| Health promotion/representation | 13 (14%) |
| Making learning fun/enjoyable | 10 (11%) |
| Total students that answered | 93 |

When asked about other job responsibilities expected of physical education teachers, there was evidence of shared beliefs among students, though not all participants answered this question.  For 19/93 (20%) of the students, coaching comes to mind when thinking about secondary job responsibilities of a physical education teacher.  Student #3 provided an example: "I believe that most PE teachers are also coaches of some sort. They are almost expected to be coaches at higher levels."

Being a mentor and role model was identified by 17/93 (18%) of the students. Student #6 provided an example of this: "PE teachers are supposed to impact their

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students in a positive manner that can relay outside of the classroom or gym." Health promotion and living a healthy lifestyle were identified as a response by 13 of the students as well. Student #58 provided an example of this: "I expect a PE teacher to personally value physical activity and health and to engage in the healthy habits they ask their students to take part in." Making learning fun and enjoyable was identified as a response by 10 of the students. Student #61 provided an example: "being able to make being in gym class feel like a class and still be enjoyable."

**Table 4.10**

| *What types of skills do physical education teachers need to possess?* | |
|---|---|
| **Responses** | **Number of students who identified the response** |
| **Knowledge of content** | 20 (20%) |
| **Communication/ speaking skills** | 19 (19%) |
| **Athletic skills** | 15 (15%) |
| **Leadership skills** | 14 (14%) |
| **Teaching/pedagogical skills** | 14 (14%) |
| **Management skills (time/behavior)** | 13 (13%) |
| **Total students that answered** | 100 |

For 20 of the 100 participants who chose to answer this question, knowledge of content came to mind when thinking about the types of skills physical education teachers need to possess. Student #13 provided an example: "Physical education teachers need to possess the skill to teach certain skills and sports with ease. They need to be knowledgeable of all aspects of physical education. Also, they need to keep up with the times and wanting to continually educate themselves." Communication and speaking skills were identified by 19 of the students, when asked the same question. Student #7 provided an example: "Strong communication, positive manner, movement knowledge, and organizational skills." Athletic skills were identified as a response by 15 of the

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students as well.  Student #58 provided an example: "I expect a PE teacher to personally value physical activity and health and to engage in the healthy habits they ask their students to take part in."  Leadership skills were identified as a response by 14 of the students.  Student #61 provided an example of this: "awareness of their students, good interactions with students, be able to be a leader to direct the students."  Pedagogical skills were identified as a response by 13 of the students.  Student #101 provided an example of this: "assessing students when performing a specific physical activity, properly teaching the correct skills, being able to assess/determine if a student is hurt, creating a fun environment that will teach kids to want to exercise."  Time/behavior management skills were identified as a response by 13 of the students.  Student #3 provided an example of this:  "PE teachers need to possess organizational skills along with management.  Time management is big in all teachers, but especially PE so they can cover all skills."

**Table 4.11**
***In terms of skills that physical education teachers need to possess, how would you characterize your strengths?***

| Responses | Number of students who identified the response |
|---|---|
| **Sports skills** | 18 (19%) |
| **Athletic skills** | 13 (14%) |
| **Knowledge** | 7 (7%) |
| **Fit** | 6 (6%) |
| **Fun** | 6 (6%) |
| **Leader** | 6 (6%) |
| **Total students that answered** | 96 |

For 18 of the 96 participants who responded, sport skills came to mind when thinking about the types of skills physical education teachers need to possess. Student #96 provided an example of this,  "ability to pick up a sport."  Athletic skills were

identified by 13 of the students, when asked the same question.  Student #31 provided an example: "athletic ability, creative mind, communicating."  Skill knowledge was identified as a response by 7 of the students as well.  Student #1 provided an example of this: "Role model for students, knowledge of skills."  Fitness skills were identified as a response by 6 of the students. Student #95 provided an example of this: "physically fit, team player, great with people, encouraging, motivational, fun."  Fun was identified as a response by 6 of the students.  Student #94 provided an example of this: "communicating, outgoing, fun."  Leadership skills were identified as a response by 6 of the students.  Student #76 provided an example of this: "communication skills and leadership skills."

**Table 4.12**
*In terms of skills that physical education teachers need to possess, how would you characterize your areas in need of improvement?*

| Responses | Number of students who identified the response |
|---|---|
| **Classroom Management** | 15 (16%) |
| **Communication Skills** | 15 (16%) |
| **Knowledge of Sports/Movement Skills** | 11 (12%) |
| **Planning** | 10 (11%) |
| **Patience** | 7 (8%) |
| **Total students that answered** | 92 |

For 15 of the 92 participants responding to this question, classroom management skills came to mind.  Student  #13 provided an example of this, "behavior management."  Communication and speaking skills were identified by 15 of the students, when asked the same question.  Student #103 provided an example: "I need improvements on my communications skills."  Knowledge of sports and movement skills were identified as a response by 11 of the students as well.  Student #95 provided an example: "gain knowledge of sports/ recreational activities, know how to play sports/ games."  Planning skills was identified as a response by 10 of the students.  Student #62 provided an

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example of this: "I could use improvement in my planning skills. I find myself getting ahead of my students' skill levels and have to backtrack a lot. So planning could definitely use some work." Being patient was identified as a response by 7 of the students. Student #75 provided an example of this: "Patience with student."

**Table 4.13**

| *What type of knowledge do physical educators need to possess?* | |
|---|---|
| **Responses** | **Number of students who identified the response** |
| **Knowledge of the Body** | 26 (26%) |
| **Sports Knowledge** | 23 (23%) |
| **Health Knowledge** | 15 (15%) |
| **Content** | 10 (10%) |
| **Games** | 7 (7%) |
| **Total students that answered** | 98 |

For 26 of the 98 participants responding, knowledge of the body came to mind when thinking about the types of knowledge physical education teachers need to possess. Student #99 provided an example of this: "knowledge in development and anatomy." Sports knowledge was identified by 23 of the students when asked the same question. Student #89 provided an example: "skills of sports being taught, each student's physical/mental capability." Health knowledge was identified as a response by 15 of the students as well. Student #74 provided an example: "health, how to be active." Content knowledge was identified as a response by 10 of the students. Student #61 provided an example of this: "Knowledge about curriculum, content, and students." Game knowledge was identified as a response by 7 of the students. Student #80 provided an example of this: "types of games and rules."

**Table 4.14**

**In terms of knowledge that physical education teachers need to possess, how would you characterize your strengths?**

| Responses | Number of students who identified the response |
|---|---|
| **Sport** | 42 (49%) |
| **Body** | 9 (11%) |
| **Health** | 9 (11%) |
| **Students** | 6 (7%) |
| **Total students that answered** | 85 |

For 42 of the 85 participants who responded to this question, sports knowledge came to mind. Student #103 provided an example: "I'm knowledgeable of the different sports and activities." Knowledge of the body was identified by only nine of the students, when asked the same question. Student #49 provided an example: "knowing most of the body." Knowledge of health were identified as a response by nine of the students as well. Student #89 provided an example: "I know a great deal about sciences and health. I have base knowledge in other subjects." Knowledge of students was identified as a response by 6 of the students. Student #79 provided an example of this: "understanding of how to relate with students, understanding of how to make physical activity fun."

**Table 4.15**

**In terms of knowledge that physical education teachers need to possess, how would you characterize your areas in need of improvement?**

| Responses | Number of students who identified the response |
|---|---|
| **Body knowledge** | 10 (13%) |
| **Knowledge of health/nutrition** | 8 (10%) |
| **Knowledge of lesson planning** | 5 (6%) |
| **Knowledge of rules** | 4 (5%) |
| **Total students that answered** | 79 |

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For 10 of the 79 participants opting to respond, body knowledge came to mind when thinking about the types of knowledge for which they needed to improve.  Student #103 provided an example:  "I need to improve on my overall knowledge of the muscle movements and processes that go on inside of the body."  Knowledge of health and nutrition was identified by 8 of the students when asked the same question.  Student #74 provided an example: "Health knowledge."  Lesson planning was identified as a response by 5 of the students as well.  Student #65 provided an example: "putting ideas into lesson/ unit plans."  Rules knowledge was identified as a response by 4 of the students.  Student #56 provided an example of this: "knowledge of sport rules and history."

**Table 4.16**
*Is it difficult to become a physical education teacher?*

| Responses | Number of students who identified the response |
|---|---|
| **Yes** | 76 (82%) |
| **No** | 17 (18%) |
| **Both of the above** | 10 (11%) |
| **Total students that answered** | 93 |

The majority, 76 of the 93 responding participants, believe it is difficult to become a physical education teacher.  Student #83 provided an example:  "people think becoming a PE teacher is easy but learning to become a PE teacher is about more than just knowing how to throw.  It is about as hard as any other college major."  Only 17 of the 97 students felt it was not hard to become a physical education teacher.  Student #101 provided an example:  "not really, the classes aren't that hard, but it takes a specific type of person."  For 10 of the students they felt it was both easy and difficult to become a physical education teacher.  Student #54 provided an example: "it is not difficult to be a facilitator of physical activity and to learn how to do that, but it is challenging to learn

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everything involved in teaching children new skills and developing those skills to proficiency."

When asked about the other reasons they wanted to be a physical education teacher, the most common shared belief (n=10) was having a positive impact. Student #12 provided an example:

"I want to become a PE teacher because I have a vision and I think I can challenge the world to be a better place. Even if I can impact one child, then I think I'm more than happy that I've chosen this career path. PE teachers need to be role models and not a lot of mine had the skills to prevent kids from overeating and leading a healthy lifestyle in general. I think I can motivate a lot of shortcuts, also from different backgrounds to live and enjoy a vigorous lifestyle."

**Research Question Two**

What are the attractors and facilitators for PETE students in South Carolina?

For this research question, close-ended questions utilizing a likert scale were designed and included in the instrument. Not all participants responded to each prompt. The number of respondents to each possible attractor or facilitator is indicated in the following tables. For each option, the mean value of the response is indicated, and the options are ranked from strongest to weakest value. The higher values indicate responses closer to "strongly agree" and lower scores are closer to "strongly disagree."

**Attractors to the Physical Education Profession**

**Table 4.17**

| *Attractors* | | | |
|---|---|---|---|
| I want to become a physical education teacher because…. | N | Mean | Std. Deviation |
| I want to have a positive impact on the lives of others. | 102 | 5.72 | .47 |
| It provides continuous association with sport and physical activity. | 102 | 5.61 | .58 |
| I want to stay in association with sports. | 102 | 5.50 | .79 |
| In k-12, I was very involved in sports. | 101 | 5.49 | .85 |
| In k-12, I was very involved in PE. | 102 | 5.47 | .79 |
| I want others to have the fun I had. | 103 | 5.37 | .89 |
| It involves working with people. | 102 | 5.34 | .71 |
| I'm good at sports. | 102 | 5.30 | .83 |
| I enjoyed my elementary school PE experience. | 102 | 5.21 | .95 |
| I want to be a coach. | 102 | 5.19 | .94 |
| It constitutes a valuable service to society. | 102 | 5.13 | .85 |
| In k-12, I was one of the top performers in my PE class. | 102 | 5.12 | 1.04 |
| I enjoyed my high school PE experience. | 101 | 5.01 | 1.12 |
| I want to make PE a better experience for students than it was for me. | 102 | 4.97 | 1.16 |
| I enjoyed my middle school PE experience. | 100 | 4.93 | .97 |
| It offers good working conditions. | 102 | 4.86 | .90 |
| I want to coach and this is the gateway to that career. | 103 | 4.24 | 1.41 |
| I was not interested in any other career opportunities. | 102 | 3.22 | 1.28 |
| I want to save others from the humiliation I had. | 100 | 3.01 | 1.61 |
| It offers a good salary. | 101 | 2.91 | 1.28 |

Attractors were rated using a 6-point likert scale (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree).  Mean scores were calculated for each attractor to the physical education teaching profession.  An overall mean score was also calculated for all of the attractors (M=4.88).  As reported in table

4.17, 15 of the 20 possible attractors to the physical education profession received mean scores higher than the overall attractor mean (M=4.88).

There were differences by gender with respect to perceptions of attractors to the field. An independent t-test was used to examine responses by gender. Results indicate significant differences ($p<.05$) between the groups on nine of the 20 identified attractors. Males provided higher rankings than did females on being good at sports, enjoying middle school PE and high school PE, and a belief that teaching PE was a gateway to the desired role of coach (all, $p=.00$). Males also ranked the desire to retain an association with sports and being very involved in PE during their K-12 experiences, higher than did females ($p=.01$). Males ranked being very involved in sports during their K-12 year higher than did females ($p=.02$), and males recalled being a top performer in PE classes at a higher rank than females ($p=.04$).

**Table 4.18**

*Attractors by Gender*

| I want to become a physical education teacher because…. | Females (n=43) M1 | Males (n=59) M2 | Mean Difference | t | Sig. (2-tailed) |
|---|---|---|---|---|---|
| I want to have a positive impact on the lives of others. | 5.72 | 5.72 | .00 | .083 | .93 |
| It provides continuous association with sport and physical activity. | 5.53 | 5.67 | .14 | 1.23 | .22 |
| It involves working with people. | 5.46 | 5.25 | -.21 | -1.48 | .14 |
| I want others to have the fun I had. | 5.46 | 5.46 | .21 | 1.17 | .24 |
| I want to stay in association with sports. | 5.27 | 5.67 | .39 | 2.57 | .01 |
| In k-12, I was very involved in sports. | 5.26 | 5.66 | .39 | 2.36 | .02 |
| In k-12, I was very involved in PE. | 5.25 | 5.62 | .37 | 2.39 | .01 |
| It constitutes a valuable service to society. | 5.18 | 5.10 | -.08 | -.48 | .62 |
| I enjoyed my elementary school PE experience. | 5.16 | 5.25 | .09 | .47 | .63 |
| I'm good at sports. | 5.02 | 5.50 | .47 | 2.95 | .00 |
| In k-12, I was one of the top performers in my PE class. | 4.88 | 5.30 | .42 | 2.05 | .04 |
| It offers good working conditions. | 4.83 | 4.8 | .04 | .24 | .80 |
| I want to be a coach. | 4.81 | 5.47 | .66 | 3.70 | .00 |
| I want to make PE a better experience for students than it was for me. | 4.79 | 5.10 | .31 | 1.33 | .18 |
| I enjoyed my middle school PE experience. | 4.62 | 5.15 | .52 | 2.77 | .00 |
| I enjoyed my high school PE experience. | 4.51 | 5.39 | .88 | 4.23 | .00 |
| I want to coach and this is the gateway to that career. | 3.74 | 4.60 | .85 | 3.16 | .00 |
| I was not interested in any other career opportunities. | 3.04 | 3.35 | .30 | 1.20 | .23 |
| It offers a good salary. | 2.80 | 2.98 | .17 | .66 | .50 |
| I want to save others from the humiliation I had. | 2.73 | 3.20 | .46 | 1.43 | .15 |

**Facilitators for the Physical Education Profession**

**Table 4.19**
*Facilitators*

| I want to become a physical education teacher because of the influence of my … | N | Mean | Std. Deviation |
|---|---|---|---|
| Coach. | 103 | 4.72 | 1.40 |
| Teacher. | 102 | 4.14 | 1.34 |
| High school PE teacher. | 103 | 4.10 | 1.55 |
| Elementary school PE teacher. | 102 | 3.97 | 1.45 |
| Middle school PE teacher. | 101 | 3.76 | 1.41 |
| Athletic director. | 102 | 3.64 | 1.57 |
| Mother. | 102 | 3.61 | 1.45 |
| Friends. | 102 | 3.59 | 1.45 |
| Father. | 101 | 3.45 | 1.61 |
| Sibling (brother or sister). If only child leave blank. | 96 | 3.13 | 1.31 |
| Other relative. | 101 | 2.90 | 1.31 |
| I did not think I could qualify to pursue another career so I chose PE teacher. | 102 | 1.76 | 1.06 |
| I tried another career and discovered that I could not meet those demands so I settled for PE. | 103 | 1.75 | 1.14 |

Facilitators were rated using a 6-point likert scale (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). Mean scores were calculated for each facilitator to the physical education teaching profession. An overall mean score was also calculated for all of the facilitators (M=3.42). As reported in table 4.19, 9 of the 13 possible facilitators to the physical education profession received mean scores higher than the overall attractor mean (M=3.42). These facilitators are: coach (M=4.72), teacher (M=4.14), high school PE teacher (M=4.10), elementary school PE teacher (M=3.97), middle school PE teacher (M=3.76), athletic director (M=3.64), mother (M=3.61), friends (M=3.59), and father (M=3.45).

There were differences in gender with respect to perceptions of facilitators to entry. An independent t-test was used to examine responses by gender. Results indicate

significant differences (p < .05) between the groups where males rated "I want to become a physical education teacher because of the influence of my …athletic director" higher than females (p=.04). There were no other significant differences between the two genders.

**Table 4.20**
*Facilitators by Gender*

| I want to become a physical education teacher because of the influence of my … | Females (n=43) M1 | Males (n=59) M2 | t | Sig. (2-tailed) | Mean Difference |
|---|---|---|---|---|---|
| Coach. | 4.53 | 4.86 | -1.18 | .23 | -.33 |
| High school PE teacher. | 4.04 | 4.15 | -.33 | .74 | -.10 |
| Elementary school PE teacher. | 4.02 | 3.93 | .31 | .75 | .09 |
| Teacher. | 4.02 | 4.23 | -.79 | .43 | -.21 |
| Friends. | 3.67 | 3.54 | .45 | .65 | .13 |
| Middle school PE teacher. | 3.58 | 3.89 | -1.10 | .27 | -.31 |
| Mother. | 3.55 | 3.66 | -.35 | .72 | -.10 |
| Father. | 3.27 | 3.58 | -.94 | .34 | -.30 |
| Athletic director. | 3.27 | 3.91 | -2.05 | .04 | -.63 |
| Sibling (brother or sister). If only child leave blank. | 3.19 | 3.09 | .35 | .72 | .09 |
| Other relative. | 2.83 | 2.94 | -.41 | .67 | -.11 |
| I did not think I could qualify to pursue another career so I chose PE teacher. | 1.90 | 1.66 | 1.15 | .25 | .24 |
| I tried another career and discovered that I could not meet those demands so I settled for PE. | 1.76 | 1.75 | .07 | .93 | .01 |

**Research Question Three**

Can SCPEAP be identified as an influence on the perspective of PETE students in South Carolina?

For this research question, close-ended questions utilizing a likert scale were designed and included in the instrument. These questions attempted to gain a deeper

understanding into the student's exposure to SCPEAP.  The following data excludes all

residents that did not complete grade school in the state of South Carolina.

**Experiences in K-12 PE Programs (Possible SCPEAP Exposure)**

Table 4.21
*Do you recall any times you were assessed in physical education programs?*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| **Yes** | 12 | 16.0 | 16.2 | 16.2 |
| **No** | 62 | 82.7 | 83.8 | 100.0 |
| **Total** | 74 | 98.7 | 100.0 |  |
| **Missing** | 1 | 1.0 |  |  |
| **Total** | 75 | 100.0 |  |  |

The majority of the students 62/75 (82.7%) reported no and 12 of the 75

participants reported yes (16.0%), when asked if they were assessed in physical education

programs.

Table 4.22
*Have you ever heard of the South Carolina Physical Education Assessment Program (sometimes called SCPEAP)?*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| **Yes** | 21 | 28 | 28 | 28 |
| **No** | 54 | 72 | 72 | 100.0 |
| **Total** | 75 | 100.0 | 100.0 |  |

The majority of the students 54/75  (72%) had never heard of SCPEAP and 27/75

(26.2%) of the participants had heard of SCPEAP.

Table 4.23
*Have you ever heard of the South Carolina Physical Education Assessment Program (sometimes called SCPEAP)?*

|  | Freshman | Sophomore | Junior | Senior | Total |
|---|---|---|---|---|---|
| **Yes** | 6 | 10 | 7 | 4 | 27 |
| **No** | 8 | 18 | 39 | 11 | 76 |
| **Total** | 14 | 28 | 46 | 15 | 103 |

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The majority of freshmen (8/14), sophomores (18/28), juniors (39/46), and seniors (11/15) reported having never heard of SCPEAP.

**Table 4.24**
*SCPEAP is about assessing student performance and fitness levels.  Do you think assessing student performance and fitness levels is a good idea to mandate on a state level, or, is this something that should be left to individual teachers?*

|  | Frequency | Valid Percent | Cumulative Percent |
|---|---|---|---|
| **State level** | 42 | 56.0 | 58.3 |
| **School district** | 10 | 13.3 | 72.2 |
| **Individual teachers** | 13 | 17.3 | 90.3 |
| **School program** | 7 | 9.3 | 100.0 |
| **Total** | 72 | 100.0 |  |

The majority of students (60/72; 61.2%) believe that assessing student

performance at the state level is something that should be done.

**Table 4.25**
*High School SCPEAP Exposure*

| Reflecting on your high school PE program, did you… | No | Yes | I don't remember |
|---|---|---|---|
| **Did you have to show that you could actually perform in two different kinds of activities (sports)?** | 22 (29.3%) | 44 (58.7%) | 10 (12%) |
| **Did you have to design a physical fitness program for yourself?** | 50 (66.7%) | 19 (25.3%) | 6 (8%) |
| **Did you have to prove that you were active outside of the PE class?** | 36 (48%) | 33 (44%) | 6 (8%) |
| **Did you have to meet fitness standards for your age and gender?** | 16 (21%) | 57 (76%) | 2 (2.7%) |

The majority of students (44/75; 58.7%) reported having to show that they could

perform in two different sports in high school, as well as (57/75; 76%) having to meet

age and gender fitness requirements.  A majority of students (50/75; 67%) also reported

not having to design a physical fitness program in high school, and (36/75; 48.0%)

reported not having to prove they were active outside of class.

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**Table 4.26**

*Middle School SCPEAP Exposure*

| Reflecting on your middle school PE program, did you… | No | Yes | I don't remember |
|---|---|---|---|
| **Did you have to show that you could actually perform in two different kinds of activities (sports)?** | 19 (25.3%) | 44 (58.7%) | 11 (14.7%) |
| **Did you have to take a written quiz on the components of fitness?** | 21 (28%) | 43 (57.3%) | 10 (13.3%) |
| **Did you have to prove that you were active outside of the PE class?** | 43 (57.3%) | 24 (32%) | 7 (9.3%) |
| **Did you have to meet fitness standards for your age and gender?** | 11 (14.7%) | 58 (77.3%) | 5 (6.7%) |

The majority of students (n=44/75; 58.7%) reported having to show that they could perform in two different sports in middle school, having to take a written quiz on the components of fitness (43/75; 57.3%), and having to meet fitness standards for their age and gender (58/75; 77.3%). A majority of students (43/75; 57.3%) also reported not having to prove they were active outside of class in middle school.

**Table 4.27**

*Elementary School SCPEAP Exposure*

| Reflecting on your elementary school PE program, did you… | No | Yes | I don't remember |
|---|---|---|---|
| **Did you have to show that you could actually perform a dance?** | 33 (44%) | 22 (29.3%) | 20 (26.7%) |
| **Did you have to show that you could actually perform in gymnastics?** | 43 (57.3%) | 17 (22.7%) | 15 (20%) |
| **Did you have to show that you could play modified games (e.g., kicking games; maybe not full soccer)?** | 11 (14.7%) | 58 (77.3%) | 6 (8%) |
| **Did you have to meet fitness standards for your age and gender?** | 18 (24%) | 40 (53.3%) | 17 (22.7%) |

The majority of students (58/75; 77.3%) reported they did have to show that they could play a modified game in elementary school as well as having to meet fitness standards for age and gender (40/75; 53.3%). A majority (43/75; 57.3%) also reported

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they did not have to show that they could perform in gymnastics in elementary school and a large number (33/75; 44.0%) reported they did not have to show that they could perform a dance.

**Table 4.28**
**SCPEAP Exposure and Possible Influence on Attraction**

| Exposure to SCPEAP? | High (n=20) Mean | Low (n=53) Mean | t | Sig. (2-tailed) | Mean Difference |
|---|---|---|---|---|---|
| I want to have a positive impact on the lives of others. | 5.75 | 5.77 | -.19 | .84 | -.02 |
| In k-12, I was very involved in sports. | 5.68 | 5.41 | 1.11 | .26 | .26 |
| I want to stay in association with sports. | 5.60 | 5.56 | .20 | .83 | .03 |
| It provides continuous association with sport and physical activity. | 5.55 | 5.66 | -.74 | .46 | -.11 |
| It involves working with people. | 5.55 | 5.30 | 1.40 | .16 | .24 |
| In k-12, I was very involved in PE. | 5.50 | 5.52 | -.13 | .89 | -.028 |
| I enjoyed my elementary school PE experience. | 5.40 | 5.11 | 1.08 | .28 | .28 |
| In k-12, I was one of the top performers in my PE class. | 5.35 | 5.05 | 1.00 | .31 | .29 |
| I want others to have the fun I had. | 5.33 | 5.32 | .04 | .96 | .01 |
| I want to be a coach. | 5.30 | 5.15 | .62 | .53 | .14 |
| I'm good at sports | 5.28 | 5.23 | .24 | .81 | .05 |
| It offers good working conditions. | 5.20 | 4.71 | 2.07 | .04 | .48 |
| I enjoyed my high school PE experience. | 5.19 | 5.03 | .52 | .60 | .15 |
| I enjoyed my middle school PE experience. | 5.14 | 4.88 | 1.00 | .31 | .26 |
| It constitutes a valuable service to society. | 5.10 | 5.11 | -.05 | .95 | -.01 |
| I want to make PE a better experience for students than it was for me. | 5.00 | 4.98 | .06 | .95 | .01 |
| I want to coach and this is the gateway to that career. | 4.66 | 4.11 | 1.48 | .14 | .55 |
| It offers a good salary. | 3.50 | 2.53 | 2.99 | .00 | .96 |
| I want to save others from the humiliation I had. | 3.50 | 2.92 | 1.37 | .17 | .57 |
| I was not interested in any other career opportunities | 3.45 | 3.03 | 1.30 | .19 | .41 |

**Summary of Table 4.28**

Table 4.28 shows the results of PETE students' SCPEAP exposure and their attraction to the physical education profession. SCPEAP exposure was broken up into two categories: high exposure and low exposure. In order for a student to be classified high exposure, the student had to answer yes to at least six out of the first eight questions in section four (SCPEAP exposure). Out of the eight questions that were used to identify high and low exposure, four of the questions reflected on the student's high school experiences (Items a-d High School, table 4.29). Four of the questions reflected on the student's middle school PE experiences (Items a-d Middle School, table 4.29). An independent t-test was used to determine if students' attraction to the PE profession was different according to their exposure to SCPEAP. The results show a significant difference ($p < .05$) between the groups where students with less exposure to SCPEAP rated the attractor "it offers a good salary" lower than students with a higher exposure to SCPEAP ($p=.00$). There was also a significant difference between the groups where students with more exposure to SCPEAP rated the attractor "it offers good working conditions" higher than students with a lower exposure to SCPEAP ($p=.04$). There were no other significant differences.

**Table 4.29**

| SCPEAP Exposure |
| --- |
| **High School** |
| *Reflecting on your high school PE program, did you…* |
| a. Have to show that you could actually perform in two different kinds of activities (sports)? |
| b. Have to design a physical fitness program for yourself? |
| c. Have to prove that you were active outside of the PE class.? |
| d. Have to meet fitness standards for your age and gender? |
| **Middle School** |
| *Reflecting on your middle school PE program, did you…* |
| a. Have to show that you could actually perform in two different kinds of activities (sports)? |
| b. Have to take a written quiz on the components of fitness? |
| c. Have to prove that you were active outside of the PE class? |
| d. Have to meet fitness standards for your age and gender? |

**Table 4.30**

**SCPEAP Exposure and Possible Influence on Facilitators**

| Exposure to SCPEAP? | High (n=21) Mean | Low (n=53) Mean | t | Sig. (2-tailed) | Mean Difference |
| --- | --- | --- | --- | --- | --- |
| **Coach.** | 5.28 | 4.56 | 2.02 | .04 | .71 |
| **Teacher.** | 4.61 | 3.98 | 1.83 | .07 | .63 |
| **Middle school PE teacher.** | 4.42 | 3.49 | 2.59 | .01 | .93 |
| **Elementary school PE teacher.** | 4.33 | 3.65 | 1.83 | .07 | .67 |
| **High school PE teacher.** | 4.19 | 4.05 | .33 | .73 | .13 |
| **Athletic director.** | 4.04 | 3.42 | 1.49 | .14 | .62 |
| **Mother.** | 3.95 | 3.51 | 1.10 | .27 | .43 |
| **Friends.** | 3.76 | 3.57 | .46 | .64 | .18 |
| **Father.** | 3.60 | 3.44 | .35 | .72 | .15 |
| **Sibling (brother or sister). If only child leave blank.** | 3.21 | 2.93 | .74 | .46 | .27 |
| **Other relative.** | 3.04 | 2.78 | .72 | .47 | .26 |
| **I tried another career and discovered that I could not meet those demands so I settled for PE.** | 2.04 | 1.64 | 1.35 | .17 | .40 |
| **I did not think I could qualify to pursue another career so I chose PE teacher.** | 1.70 | 1.77 | -.25 | .79 | -.07 |

**Summary of Table 4.30**

Table 4.30 shows the results of PETE student's SCPEAP exposure means

compared to their facilitators to the physical education profession means. The results are broken up in terms of differences in SCPEAP exposure. An independent t-test was used to determine if students' facilitators to the PE profession varied according to their exposure to SCPEAP. The results in Table 4.30 show a significant difference ($p < .05$) between the groups where students with more exposure to SCPEAP rated the facilitator "middle school PE teacher" higher than students with a lower exposure to SCPEAP ($p = .01$).

**Summary of Chapter Four**

The results of this study have been offered around the three research questions that drove this study. Data support the idea that more students prefer to teach at the elementary level when compared to other levels. In terms of demographics, the highest number of students that took the survey were 18 years of age. More than 97% of participants reported being an athlete. The majority of males reported having coaching experience, while the majority of females reported not having any coaching experience.

Data gathered to identify the warrant for teaching physical education held by future professionals includes the following. Being active was the highest reported answer when asked what comes to mind when the students think of a physical education teacher. In terms of job responsibilities, more students listed coaching than any other option. Knowledge of content was deemed the most important skill physical educators needed to possess. More students listed sports skills as their strength than any other skill. When asked what their greatest need for improvement was more students listed classroom management than any other option. Knowledge of the body and knowledge of sports were the most popular answers when asked what type of knowledge physical educators

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need to know.  The students overwhelmingly (49%) answered sports knowledge as their strength, in terms of knowledge that physical education teachers need to possess.  In contrast, they identified a need for a deeper knowledge of the body.  When asked if it was hard to become a physical education teacher, the majority of the students answered yes.

Data related to identifying the influencing attractors and facilitators for future professionals yielded the following.  The highest rated attractor for both females and males was having an impact on others' lives.  The second highest rated attractor for females was that a job in physical education would provide continuous association with sport and physical activity.  Staying associated with sports was the second highest rated attractor for males.  It offers a good salary was the lowest rated attractor.  There were differences by gender with respect to perceptions of attractors to the field.  Results indicate significant differences between the groups on nine of the 20 identified attractors.  Males provided higher rankings than did females on all attractors that were significantly different.  These differences mainly revolved around experiences in PE and playing sports.

The highest rated facilitator to entry into the physical education teacher education program for both males and females was a former or current coach.  Teachers were the second highest rated by both genders.  The lowest rated facilitator was: I tried another career and discovered that I could not meet those demands so I settled for PE.  There was a significant difference in gender between the groups where males rated "I want to become a physical education teacher because of the influence of my …athletic director" higher than females ($p=.04$).

Data were also gathered to explore for any possible influence the South Carolina

Physical Education Assessment Program (SCPEAP) may have had on students' decision to enter PETE programs.  The majority of students (72%) reported not having heard of SCPEAP.  Out of the 73 South Carolina residents that participated in the survey, 20 students were coded as high exposure and 53 students were coded as low exposure to SCPEAP.  However some significant differences were noted between students that had high and low exposure to SCPEAP.  Students with less exposure to SCPEAP rated the attractor "it offers a good salary" lower than students with a higher exposure.  There was also a significant difference between the groups where students with more exposure to SCPEAP rated the attractor "it offers good working conditions" higher than students with less exposure.  The results demonstrated a significant difference between the groups where students with more exposure to SCPEAP rated the facilitator "middle school PE teacher" higher than students with less exposure.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS FOR FUTURE RESEARCH

The purpose of this study was to: (1) identify the warrant for teaching physical education held by future professionals, (2) identify the influencing attractors and facilitators for future professionals, and (3) explore for any possible influence the South Carolina Physical Education Assessment Program (SCPEAP) may have had on students' decisions to enter PETE programs. South Carolina was strategically chosen because of SCPEAP, a reform effort implemented statewide. This chapter will examine significant conclusions first, followed by a discussion of the implications of this study. Finally, recommendations for future research will be addressed. These three main areas will serve as a guiding framework for this chapter.

**Conclusions**

Results in this study were dominated by the topics of coaching, and sports. Careful attention should be paid to these areas. PETE programs should use this as a target area to help increase enrolment. Further effort needs to be made to reach out to the PE teachers in high schools and middle schools and stronger relationships built. These relationships should be used to help recruit recruits into our PETE programs. However an even bigger emphasis should be made to reach out to the coaches at the secondary schools and focus on the development of a personal relationship with them. While some would argue to distance our field from those with a passion to coach and from coaches them selves, it may be more beneficial to use these coaches as an ally and a recruiting

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tool. One should believe that good coaches could become good teachers as well.

In terms of general background characteristics, Dewar (1983) found that the majority of the students in her study had extensive involvement in sports. This study found the same, with 97% of the students self-reporting as athletes. Dewar also discovered that female students had a higher mean GPA. This study found that this continues to be true with the females reporting mean GPAs between 3.1-3.5 and the males 2.6-3.0. In terms of coaching sports, the majority of the students (53%) reported being a coach, which is in agreement with Lawson's (1983a) work.

Research question one asked what is the subjective warrant for teaching physical education held by South Carolina PETE students. With respect to why students desire to become physical education teachers, students responded by describing the impact that they wanted to have on children's lives, in terms of helping children become healthy and being role a model. The most common perception was that PE includes the knowledge of sports, participation in sports, and coaching sports. Students in this study consistently listed fitness and students being physically active as a lower priority when compared to skills based programs. In other words, the future of physical education based off of the results from this study seems to be headed towards a skill development approach.

Forty one percent of students felt that sports knowledge was one of their strengths and 25% felt coaching was an expectation of PE teachers. The word sport was written as an answer on all questions, and dominated the overall answers. The students in this survey prioritized the ability to play and coach sports, in terms of what is needed to become a PE teacher. This is no different than the students studied 30 years ago, when Dewar (1983) found the subjective warrant of teaching PE was viewed as a career in both

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teaching and coaching.

Research question two asked what are the attractors and facilitators for PETE students in South Carolina.

*Attractors*

In terms of attractors, having a positive impact on others was rated higher than all other attractors. This infers that these students have a desire to not only coach, but to have an impact as a teacher as well. This is not consistent with Dodd's (1991) study, where staying associated with sports was rated the highest. The next three highest rated attractors contained the word "sport", these attractors were: It provides continuous association with sport and physical activity, I want to stay in association with sports, and in k-12, I was very involved in sports. This data paints a different picture in terms of coaching being a top desire of physical educators than what Lawson (1983a) hypothesized. Students in this study rated nine attractors higher than coaching. Although students rated coaching lower than in past studies, continued association with sport and physical activity was rated as the second highest attractor which aligns well with the continuation theme (Lortie, 1975) mentioned earlier in this paper. Students in this study rated money as the lowest attractor. This is in contrast with the previous study completed by Lortie, (1975) who noted material benefits as being a key factor in recruits' decisions to become a teacher.

There were differences by gender with respect to perceptions of attractors to the field. For the greatest significant difference between genders males provided higher rankings than did females on being good at sports, enjoying middle school PE and high school PE, and a belief that teaching PE was a gateway to the desired role of coach.

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*Facilitators*

Participants rated their coach higher than all other facilitators to entry. This is consistent with Dewar's findings in 1983, and with Dodd's (1991). PETE programs should use this as a target area to help increase enrolment. Further effort needs to be made to reach out to the PE teachers in high schools and middle schools and stronger relationships built. These relationships should be used to help recruit recruits into our PETE programs. However an even bigger emphasis should be made to reach out to the coaches at the secondary schools and focus on the development of a personal relationship with them. While some would argue to distance our field from those with a passion to coach and from coaches them selves, it may be more beneficial to use these coaches as an ally and a recruiting tool. One should believe that good coaches can become good teachers as well. Teacher was rated as the second highest facilitator, which is consistent with Dodd's findings in 1991. The lowest rated facilitators to entry were: "I did not think I could qualify to pursue another career so I chose PE teacher", and "I tried another career and discovered that I could not meet those demands so I settled for PE". This (settling for PE) is in agreement with Dewar (1983) who also found this to be a non-dominant perception.

In terms of gender differences, the results in Table 4.14 only showed a significant difference between the groups where males rated "I want to become a physical education teacher because of the influence of my…athletic director" higher than females. There is no easy explanation for why this difference, however it would be interesting to investigate the gender of the athletic director. Males may have rated their athletic director's facilitation into the profession higher because their athletic director was also a

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male. However this is only a hypothetical guess.

Research question three asked: could SCPEAP be identified as an influence on the perspective of PETE students in South Carolina. In terms of participants recalling times they were assessed in physical education programs, the majority of the students (82.7%) reported no and 16.0% of the participants reported yes. The majority of the students (73.8%) had never heard of SCPEAP and 27 of the participants had heard of SCPEAP (26.2%). The majority of students (56.0%) believed that assessing student performance at the state level is something that should be done. It is hard to say that SCPEAP can be identified as having an influence on the South Carolina PETE student's perspectives. Only 20 of the students in the study qualified as having a high SCPEAP exposure under metrics laid out by this study. There were very few significant differences found when examining attractors and facilitators, by separating high and low exposure to SCPEAP. There were far more significant differences found using the same metrics when comparing means by gender. The salary and working conditions seem to be less of a concern for those that had a higher exposure to a SCPEAP program.

When comparing facilitator means, a significant difference was found between the groups where students with more exposure to SCPEAP rated the facilitator "middle school PE teacher" higher. One possible explanation could be that the students with higher SCPEAP exposure were also exposed to teachers that used assessments consistent with SCPEAP while teaching PE. When comparing class year to knowledge of SCPEAP, the majority of freshmen (n=8/14), sophomores (n=18/28), juniors (n=39/46), and seniors (n=11/15) reported having never heard of SCPEAP. It could be assumed this is because

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SCPEAP awareness by faculty that teach in PETE programs is low across South Carolina as Strainer (2009) pointed out.

**Implications**

Data from this study seem to support the notion that the future of physical education programs will focus on skill development. This is the orientation that recruits espouse. Students in this study consistently listed fitness and students being physically active as a lower priority when compared to skills based programs.

The opportunities to coach sports and be associated with sports are important attractors to our future recruits. It seems that a close association with sports and coaching is still a strong component in attracting recruits to the field of physical education; therefore our field may be able to use this as an attracting tool. Can good coaches be good teachers? Is our field losing recruits to coaching majors? Should our field be concerned? These are all questions that deserve attention from the PETE field.

Our state needs to meet and decide the fate of SCPEAP in our PETE programs. There weren't any noticeable lasting impacts on the main targets of SCPEAP—former K-12 students. SCPEAP's influence on the future professionals of the field of physical education is minimal. In all four classes of students (freshman, sophomores, juniors, and seniors), the majority reported never having heard of SCPEAP. Should we offer incentives (i.e. money, training) to teachers that implement SCPEAP?

Our field needs to come to a consensus on whose responsibility it is to assess. Do teachers in any subject area (K-12) assume responsibility for valid and reliable assessment of their students—beyond reliance on 'state assessment'? Isn't there merit in designing content (e.g., sequencing and pacing of instruction) around the results of

assessment?  Is this a more fundamental issue for teachers?  "I teach and that is my responsibility—whether or not students learn is their responsibility—you can lead a horse to water, but you can't make him drink" philosophy.  Is this a valid representation of the responsibility for teachers, or a cop out?  That is, was there actually any teaching going on if there is no 'evidence' of student learning?

In terms of retention, if skill development is the orientation of these teachers, but, not assessment, can they see staying in a career where there is no "evidence" of being successful?  That is, without insight into content development (and the relationship to assessment), do they have a realistic chance to develop skills in their pupils?  Might this disconnect provide any insight into why there is a 'migration' toward coaching instead of teaching?

**Suggestions For Future Research**

There may be merit in following up on updating Dewar's work.  That is, can we learn anything more from a better understanding of students who are aware of the demands of teaching physical education but, have decided to do something else, and why?  That is, what is dissuading potentially bright, capable and qualified individuals from choosing to teach?  Are there implications for the field?  How are they similar to or different from those who have chosen to stay in the field?

More insight is needed into those who have chosen to teach PE, as individuals with a custodial orientation (I had a positive experience and I want everyone else to have the same kind of positive experience I had so I am going to replicate the experience I had for others), or an innovative orientation (I want my students to have a better experience than I had).  What does this mean for the potential for programs to remain the same or to

improve?  Could we get more insight into these questions with comparisons of how programs performed on SCPEAP and orientations of students as products of those programs?  That is, are there differences in the orientations of students coming out of programs that scored high in SCPEAP, vs. students coming out of programs that scored low in SCPEAP?

Emphasis needs to be placed on exploring alternative ideas for influencing "new" teachers to implement SCPEAP.   Findings from this study suggest that the SCPEAP intervention has not been as successful as it might be.  An implication of your work is that there needs to be additional and/or alternative efforts for this and/or other reform efforts to have a lasting impact.

It may be of interest to perform longitudinal tracking of students with identifiable subjective warrants and changes in their perspectives across time (i.e., with teaching experience), and/or job satisfaction, and/or career path (stay in teaching/pushed out/opt out/other?)

Another are of interest is comparison to students (PETE majors) in another state where there has either been:  No major reform effort and some identifiable pattern of high school PE programs exist, or a different major reform effort has been attempted.

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APPENDIX A

## Physical Education Survey

My name is Blake Lineberger, PhD candidate at the University of South Carolina. The purpose of this survey is to gain insight into some aspects of what future physical education teachers think about this career. Any information you provide will be kept in strict confidence and will only be viewed by my dissertation advisor, Dr. Murray Mitchell, and me. If you have any questions or concerns, do not hesitate to email Blake Lineberger at lineberb@mailbox.sc.edu or Dr. Mitchell at mmitchel@mailbox.sc.edu

If there is a question you do not understand or feel uncomfortable answering, please just move to the next question. You can withdraw from the survey or not participate at any point without any kind of penalty. By completing this survey you are agreeing to participate and to allow me to use your anonymous responses in my dissertation and potentially in subsequent publications and presentations. This survey has 5 Sections, and should take less than 25 minutes to complete.

**Section 1:** We are going to begin by getting a sense of your beliefs about what it is to be a physical education teacher.

1. When you think of a physical education teacher, what comes to mind?

2. Is there anything else that comes to mind when you think of a physical education teacher that would describe what a physical education teacher does? Put another way, are there any other job responsibilities that you believe are expectations of physical education teachers?

3. What types of skills do physical education teachers need to possess?

4. In terms of skills that physical education teachers need to possess, how would you characterize your strengths and areas in need of improvement?

   Strengths:

   Areas in need of improvement:

5. What type of knowledge do physical education teachers need to possess?

6. In terms of knowledge that physical education teachers need to possess, how would you characterize your strengths and areas in need of improvement?

   Strengths:

Areas in need of improvement:

7.   Is it difficult to become a physical education teacher/Why or why not?

| I want to become a physical education teacher because…. | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| a. I was not interested in any other career opportunities. | | | | | | |
| b. I want to be a coach. | | | | | | |
| c. it provides continuous association with sport and physical activity. | | | | | | |
| d. it involves working with people. | | | | | | |
| e. it offers good working conditions. | | | | | | |
| f. it constitutes a valuable service to society. | | | | | | |
| g. it offers a good salary. | | | | | | |
| h. in k-12, I was very involved in sports. | | | | | | |
| i. in k-12, I was one of the top performers in my PE class. | | | | | | |
| j. in k-12, I was very involved in PE. | | | | | | |
| k. I want to stay in | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| association with sports. | | | | | |
| l. I want to have a positive impact on the lives of others. | | | | | |
| m. I want to make PE a better experience for students than it was for me. | | | | | |
| o. I enjoyed my elementary school PE experience. | | | | | |

| I want to become a physical education teacher because…. | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| a. I enjoyed my middle school PE experience. | | | | | | |
| b. I enjoyed my high school PE experience. | | | | | | |
| c. I'm good at sports. | | | | | | |
| d. I want others to have the fun I had. | | | | | | |
| e. I want to save others from the humiliation I had. | | | | | | |
| f. I want to coach and this is the gateway to that career. | | | | | | |

**Section 3**: Next, we are going to try to identify people or things that may have been influential in your decision to become a physical education teacher.

| *I want to become a physical education teacher because of the influence of my …* | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| a. high school PE teacher. | | | | | | |
| b. elementary school PE teacher. | | | | | | |
| c. middle school PE teacher. | | | | | | |
| d. mother. | | | | | | |
| e. father. | | | | | | |
| f. sibling (brother or sister). If only child leave blank. | | | | | | |
| g. other relative. | | | | | | |
| h. teacher. | | | | | | |
| i. friends. | | | | | | |
| j. coach. | | | | | | |
| k. athletic director. | | | | | | |
| *I want to become a physical education teacher because….* | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| a. I did not think I could qualify to pursue another career so I chose PE teacher. | | | | | | |
| b. I tried another career and discovered that I could not meet those demands so I settled for PE. | | | | | | |

| Reflecting on your high school PE program, did you… | No | Yes | I don't remember |
|---|---|---|---|
| a. have to show that you could actually perform in two different kinds of activities (sports)? | | | |
| b. have to design a physical fitness program for yourself? | | | |
| c. have to prove that you were active outside of the PE class.? | | | |
| d. have to meet fitness standards for your age and gender? | | | |
| **Reflecting on your middle school PE program, did you…** | **No** | **Yes** | I don't remember |
| a. have to show that you could actually perform in two different kinds of activities (sports)? | | | |
| b. have to take a written quiz on the components of fitness? | | | |
| c. have to prove that you were active outside of the PE class? | | | |
| d. have to meet fitness standards for your age and gender? | | | |
| **Reflecting on your elementary school PE program, did you…** | **No** | **Yes** | I don't remember |
| a. have to show that you could actually perform a dance? | | | |
| b. have to show that you could actually perform in | | | |

| | | | |
|---|---|---|---|
| gymnastics? | | | |
| c. have to show that you could play modified games (e.g., kicking games; maybe not full soccer)? | | | |
| d. have to meet fitness standards for your age and gender? | | | |

**Section 5**: In this final section we ask about some background/demographic information.

8. What is your gender?

       Male

       Female

9. What is your age?

     _____

10. What year are you?

       Freshman

       Sophomore

       Junior

       Senior

11. What is the ethnic background that you primarily identify? (Please check only one.)

       African American/ Black

       American Indian/ Alaska Native

       Asian/ Pacific Islander

       Hispanic/ Latino

       White

12. What is your cumulative GPA?

     0-.5     .5-1.0     1.1-1.5     1.6-2.0     2.1-2.5     2.6-3.0     3.1-3.5     3.6-4.0

13. What level would you prefer to teach PE? (Check only one)

Elementary School

Middle School

High School

Any k-12 job that is offered

Level is less important than location

College

Undecided

14. Do you recall any times you were assessed in physical education programs?

Yes

No

15. Have you ever heard of the South Carolina Physical Education Assessment Program (sometimes called SCPEAP)?

Yes

No

16. SCPEAP is about assessing student performance and fitness levels. Do you think assessing student performance and fitness levels is a good idea to mandate on a state level, or, is this something that should be left to individual teachers?

| | |
|---|---|
| State level | School District |
| Individual teachers | School Program |
| No assessments | |

17. At what age did you decide that you wanted to be a physical education teacher?

_____

18. Are you/were you an athlete?

(level of competition/activitie(s))?

19. Are you/were you a coach?

(level?  Activities?)

20.  Describe how you did in your school PE programs?  If you recall, what grades did you get in:

High School PE Program (in general) _____

Middle School PE Programs (in general) _____

Elementary School PE Programs (in general) _____

21. Did you take any Physical Education classes in South Carolina schools?

High School PE Program (what state) _____

Middle School PE Program (what state) _____

Elementary School PE Program (what state) _____

22.  Is there anything else that has not been asked that you believe would help to better explain why you have chosen to be a physical education teacher or the vision you have for being a physical education teacher?

# APPENDIX B

## **Email Script**

Hi,

I am getting closer to my data collection for my dissertation here at the University of South Carolina. I am sure you are as busy, so I will not go into very much detail about my dissertation as of yet. In brief, I am collecting data via surveys on South Carolina entry level PETE (physical education teacher education) undergraduate majors, in relation to their subjective warrants for choosing PE as their degree. A component of this will examine their history in SCPEAP k-12 programs, with relation to their subjective warrants. What I would really need from you at this moment are answers to the following questions....

1. Do you still have a physical education undergraduate program at your University/College?

2. The University/College at which you teach?

3. The number (ball park is suffice) of undergraduate entry-level students (the newest cohort of PETE students) in your program.

4. Would you allow these students to fill out a survey either during class, or outside of class.

5.  If you are not the best contact person for this information, please email me the correct contact information.

6.  Please do not respond all, just reply to me.

Thank you in advance, as I'm sure you all know how important data collection for our dissertations can be.

Blake Lineberger

Clinical Instructor

Department of Physical Education and Athletic Training

Blatt PE Center

University of South Carolina

Columbia   SC   29208

APPENDIX C

**Quantitative Categories**

**Section 1: Subjective Warrant.**

| Subjective Warrant | Source | Category |
|---|---|---|
| When you think of a physical education teacher, what comes to mind? | Mensch & Mitchell (2008). | Subjective Warrant |
| Is there anything else that comes to mind when you think of a physical education teacher that would describe what a physical education teacher does? Put another way, are there any other job responsibilities that you believe are expectations of physical education teachers? | Mensch & Mitchell (2008). | Subjective Warrant |
| In terms of skills that physical education teachers need to possess, how would you characterize your strengths and areas in need of improvement? | Mensch & Mitchell (2008) | Subjective Warrant |
| What type of knowledge do physical education teachers need to possess? | Mensch & Mitchell (2008) | Subjective Warrant |
| In terms of knowledge that physical education teachers need to possess, how would you characterize your strengths and areas in need of improvement? | Developed | Subjective Warrant |
| Is it difficult to become an physical education teacher/Why or why not? | Mensch & Mitchell (2008) | Subjective Warrant |

**Section 2:  Attractors.**

| Attractors | Source | Category |
|---|---|---|
| ***I want to become an physical education teacher because….*** | | |
| I was not interested in any other career opportunities. | (Dewar, 1983) | Attractors |
| I want to be a coach. | (Dewar, 1983) | Attractors |
| it provides continuous association with sport and physical activity. | (Dewar, 1983) | Attractors |
| it involves working with people. | (Dewar, 1983), (Lortie, 1975) | Attractors |
| it offers good working conditions. | (Dewar, 1983), (Lortie, 1975) | Attractors |
| It constitutes a valuable service to society. | (Dewar, 1983), (Lortie, 1975) | Attractors |
| it offers a good salary. | (Dewar, 1983), (Lortie, 1975) | Attractors |
| in k-12, I was very involved in sports. | (Dewar, 1983) | Attractors |
| in k-12, I was one of the top performers in my PE class. | (Dewar, 1983) | Attractors |
| in k-12, I was very involved in PE. | (Dewar, 1983) | Attractors |
| I want to stay in association with sports. | (Dewar, 1983) | Attractors |
| I want to have a positive impact on others lives. | (Dewar, 1983), (Lortie, 1975) | Attractors |
| I want to see things change in PE. | (Dewar, 1983) | Attractors |
| I enjoyed my elementary school PE experience. | (Dewar, 1983) | Attractors |
| I enjoyed my middle school PE experience. | (Dewar, 1983) | Attractors |
| I enjoyed my high school PE experience. | (Dewar, 1983) | Attractors |
| I desire to coach more than teach. | (Dewar, 1983) | Attractors |
| ***I decided to enter the PE profession because…*** | | |
| I'm good at sports. | (Dewar, 1983) | Attractors |
| I want others to have the fun I had. | (Dewar, 1983) | Attractors |
| I want to save others from the humiliation I had. | Developed | Attractors |
| I want to coach and this is the gateway to that career. | (Dewar, 1983) | Attractors |

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**Section 3:  Facilitators.**

| Facilitators | Source | Category |
|---|---|---|
| *I want to become a physical education teacher because of the influence of my …* | | |
| high school PE teacher. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| elementary school PE teacher. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| middle school PE teacher. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| mother. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| father. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| other relative. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| sibling. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| teacher. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| friends. | (Dewar, 1983) | Facilitator |
| coach. | (Dewar, 1983) | Facilitator |
| athletic director. | (Dewar, 1983) | Facilitator |
| *I want to become a physical education teacher because….* | | |
| I did not think I could qualify to pursue another career so I chose PE teacher. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |
| I tried another career and discovered that I could not meet those demands so I settled for PE. | (Dewar, 1983) (Templin et al., 1982) | Facilitator |

**Section 4:  SCPEAP.**

| SCPEAP influence | Source | Category |
|---|---|---|
| *Reflecting on your high school PE program, did you…* | | |
| Have to show that you could actually perform in two different kinds of activities (sports)? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| Have to design a physical fitness program for yourself? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| Have to prove that you were active outside of the PE class? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| Have to meet fitness standards for your age and gender? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| *Reflecting on your middle school PE program, did you…* | | |
| have to show that you could actually perform in two different kinds of activities (sports)? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to take a written quiz on the components of fitness? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to prove that you were active outside of the PE class? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to meet fitness standards for your age and gender? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| *Reflecting on your elementary school PE program, did you…* | | |
| have to show that you could actually perform a dance? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to show that you could actually perform in gymnastics? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to show that you could play modified games (e.g., kicking games; maybe not full soccer)? | Rink, J. & Mitchell, M. (2002) | SCPEAP |
| have to meet fitness standards for your age and gender? | Rink, J. & Mitchell, M. (2002) | SCPEAP |