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EARLS, NEAL FRANKLIN

DISTINCTIVE PHYSICAL EDUCATION TEACHERS: PERSONAL
QUALITIES, PERCEPTIONS OF TEACHER EDUCATION AND THE
REALITIES OF TEACHING

The University of North Carolina at Greensboro

Ed.D.

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DISTINCTIVE PHYSICAL EDUCATION TEACHERS: PERSONAL
QUALITIES, PERCEPTIONS OF TEACHER EDUCATION
AND THE REALITIES OF TEACHING

by

Neal F. Earls

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Doctor of Education

Greensboro
1979

Approved by



Dr. Pearl Berlin

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Advisor Pearl Berlin
Pearl Berlin

Committee Members Kate R. Barrett
Kate R. Barrett

James B. Macdonald
James B. Macdonald

Marie I. Riley
Marie I. Riley

Sarah M. Robinson
Sarah M. Robinson

September 25, 1979
Date of Acceptance by Committee

September 10, 1979
Date of Final Oral Examination

ABSTRACT

EARLS, NEAL FRANKLIN. Distinctive Physical Education Teachers: Personal Qualities, Perceptions of Teacher Education and the Realities of Teaching. (1979)
Directed by: Dr. Pearl Berlin. Pp. 222

This investigation described the: (a) personal qualities, (b) teaching realities, and (c) perceptions of teacher education of distinctive physical education teachers. A distinctive teacher was defined as one who stands out from the majority of colleagues with respect to: (a) sincere interest and enthusiasm in teaching, (b) genuine concern for pupils, and (c) self-study and continued striving to improve as a teacher.

Subjects studied were six selected teachers of required physical education in public junior high and middle schools in the greater Boston area of Massachusetts. Subjects were in at least their fifth year of teaching. Teacher educators, who participated in a workshop to formulate and clarify indicators of teacher distinctiveness, identified the subjects. A pilot study was conducted to improve the research procedures.

Audio-taped interviews, on-site observations, and questionnaires were used to obtain data. The primary research tool was an in-depth semi-structured interview. Open-response questions from the interview guide promoted the emergence of unanticipated information.

Written case study reports used quotations and adhered strictly to respondents' expression of ideas. Selected information on the interview tapes was coded and tabulated. A synopsis of the six case studies was presented. Findings were synthesized and interpreted by the investigator.

The following conclusions were drawn regarding the distinctive junior high/middle school teachers who were studied:

1. Satisfactions of teaching for distinctive physical educators relate primarily to their interactions with children. Immediate signs of pupil enjoyment and success, as well as long-term effects on pupils, are important to distinctive teachers.

Distinctive teachers' greatest dissatisfaction is not being able to reach every child. Distinctive teachers are satisfied with the self-motivation of students and do not encounter serious discipline problems. The most persistent difficulties to contend with are the repetition involved in teaching over the years and the impact of athletics on physical education.

2. Persistence of quality teaching is fostered by the distinctive teacher's concern for and learning from children. Long-term enthusiasm in teaching is enhanced by opportunities to vary teaching activities and to engage in summer activities which differ from school employment.

3. Distinctive physical education teachers love children. These teachers are also characterized by: (a) authenticity, (b) empathy, (c) impartiality, (d) individuality, and (e) openness.

4. Personal qualities which lead to the distinctive teachers' concern for children and to their ability to relate well to children are largely developed prior to professional preparation.

5. With respect to professional preparation and/or in-service education, the teachers studied believe that professional preparation of teachers should include early, regular, and extensive field experiences. Observation of programs and good teachers of other schools is perceived as a valuable formal in-service activity. Ideas gained in conjunction with supervising student teachers help the distinctive teacher to keep up with newer activities and approaches to teaching.

Graduate study has been valuable for salary increases; not for improvement of teaching. Distinctive teachers believe that novice teachers should not pursue graduate study until they have gained considerable experience in teaching.

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Pearl Berlin, dissertation advisor, has supported the researcher's efforts to generate a dissertation which is personally meaningful and professionally credible. The confidence, patience, and respect which she conveyed were essential to completion of this product. Pearl Berlin's breadth and depth of understanding with regard to both research and people is exceptional. Her continued respect and friendship are deeply valued.

Special thanks are extended to Ruth Fairfield. Her technical contributions by reacting to written material and assisting in data coding were surpassed by her encouragement and caring throughout the process.

The cooperation of subjects in this investigation is acknowledged. Their willingness to express themselves in revealing ways gives meaning to the case studies.

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CHAPTER I

INTRODUCTION

Few teachers are characterized so consistently by assumptions and generalizations as are those who are responsible for the conduct of "gym" classes. Moreover, the familiar stereotypes are rarely complimentary. Memories of the "coach" merely "rolling out the ball" during physical education periods have been frequently recounted. Physical education teaching has seldom been recognized as noteworthy. Locke (1973) noted, however, that teacher educators presume that they prepare students to do a different and better brand of teaching. This assumed discrepancy between teaching as practiced in public school physical education and teaching as conceptualized and promoted during professional preparation frustrates many professional educators.

Some institutions prepare their students to teach in and conduct programs which are intended to be better than those which eventually transpire. Yet, physical education, as it is traditionally depicted, is difficult to change to a substantial degree. It appears that the teacher education graduate often changes from teaching practices promoted during teacher preparation to practices which conform to existing conventions of the public school system.

A desire to comprehend the preceding phenomena more fully was instrumental in the development of this study. It was initially thought that the study of relationships between the practices of outstanding public school physical education teachers and their pre-service preparation would yield data which could have strong implications for improving the long-term effects of teacher education. After years of reflecting on how to best approach researching this problem, and to account for the many variables with reasonable clarity and certainty, a degree of humility evolved. Carpenter's (1954) advice to avoid repeating the trend of doing things backwards in educational research was heeded. He appealed for more descriptive research to obtain some notion of what the significant variables may be in various situations before undertaking experimentation.

Assuming that professional preparation programs which actually prepared students to perform better could be identified, a host of intervening personal and situational variables would remain to confound the interpretation of teacher education effects. Outstanding physical education teachers might differ in their practices from both the conventional teaching and from the teaching ideas espoused during their professional preparation. Personal differences among graduates and situational differences associated with their employment pose problems which have received inadequate attention in previous physical education research.

There have been, however, many studies of classroom teachers which examined intervening factors in the "real world of teaching" as deterrents to in-service performance (Dreeben, 1970; Good & Brophy, 1973; Jackson, 1968; Lortie, 1975; Sarason, 1971; Smith & Godfrey, 1968; Waller, 1932). Locke (1977) noted that few studies of these problems were conducted with respect to physical education teaching. The importance of understanding socialization effects on teachers has been highlighted by Burlingame (1972). Massengale and Locke (1978) studied the role-conflict of being a teacher and coach but only began to address the effect of this dual role on physical education instruction. Berg's (1975) discussion of the physical education teacher's problems in maintaining enthusiastic and effective teaching throughout a career lacked supportive documentation. Locke (1975) suggested:

It is not bad teaching which bedevils us. It's non-teaching, mindless teaching. How to keep that teacher alive and struggling with teaching is now and will continue to be the issue on which our first great leap forward will rest. Until we can break the dysfunctional cycle of events between training programs and school reality, better methods will not yield significantly better results. (n.p.)

The following project, although related to Locke's concerns, does not attempt to prove how teachers can be kept alive and struggling. Rather, it focuses on describing selected facets of pre-service preparation and the subsequent real world of teaching. The descriptive research utilizes case studies of junior high and middle school teachers.

Statement of the Problem

The purpose of this study is to identify the nature of the teaching experiences and the qualities of selected physical education teachers who are vitally involved with teaching. It considers the teacher's perceptions of the potential contribution of teacher education to the development of teacher distinctiveness as defined in this study.

More specifically, the research seeks to answer the following questions. What do distinctive teachers of junior high and middle school physical education perceive to be the nature of their personal qualities, teaching realities, and teacher education? Sub-problems with which the inquiry is concerned are inherent in the following questions.

1. What are the satisfying and dissatisfying aspects of employment as a teacher of junior high and middle school physical education?
2. What aspects of the in-service situation do distinctive teachers find to be particularly helpful in maintaining their distinctiveness?
3. What personal qualities characterize these teachers?
4. To what extent do these teachers think that the experiences encountered and qualities developed prior to professional preparation contributed to their eventual persistence and success in teaching?

5. What, if anything, do distinctive physical education teachers think should be done in professional preparation and/or in-service education to increase the likelihood that more teachers will continually strive for high quality teaching?

Definition of Terms

For purposes of interpretation, the following meanings were designated for terms used in this report.

Distinctive teacher. One who stands out from the majority of immediate colleagues with respect to:
(a) sincere interest and enthusiasm in teaching, (b) genuine concern for pupils, and (c) self-study and continued striving to improve as a teacher.*

Judges. Professionals who served as nominators of candidates for consideration as distinctive physical education teachers.

Junior high school. A school having students in grades six through eight or in grades seven through nine.

Middle school. A school having students in grades five through eight.

*This is not intended to be an exclusive definition, but a directional statement which serves a descriptive purpose for this study.

Reality shock. Effects of encountering actualities of teaching which differ from expectations based on illusions of what teaching would be like.

Teaching. The activities engaged in by teachers in preparation for and in conducting instructional classes in physical education. Thus, teaching is differentiated from responsibilities involved in coaching interscholastic sports.

Teaching realities. All of the conditions experienced as an effect of employment as a public school teacher. These may include in-class and out-of-class factors related to pupils, colleagues, administrators, roles, problems of effective teaching, as well as the physical, social, emotional, and intellectual demands of being a teacher.

Underlying Assumptions

Ideas which are accepted as given and, therefore, not investigated as part of the research are acknowledged as follows:

1. Distinctive teacher as defined in this study represents a valid and meaningful construct.
2. Judges who are in regular contact with public school teachers are qualified to identify distinctive physical education teachers.

3. Distinctive teachers report acceptably accurate, reliable, and relevant information when interviewed by the investigator.

Scope of the Study

Subjects for this study were six selected teachers of required physical education in the public school junior high and middle school grades in the greater Boston area of Massachusetts. Each distinctive teacher was in at least the fifth year of teaching at the time of participation in the research.

The general facets investigated were limited to: (a) the personal qualities of distinctive teachers, (b) the positive and negative teaching realities perceived by distinctive physical education teachers, and (c) the ideas for teacher education which distinctive teachers believe could make a difference in other teachers if implemented. Variables within these three broad categories were suggested by a literature review and through pilot interviews with teachers. The exploratory nature of this study, however, led to the identification of other variables during the interview process. These were noted and incorporated in the data.

Significance of the Study

Research on physical education teaching has only recently begun to generate a descriptive base. Locke (1974) alluded to the need for investigations similar to this study when he noted:

the fact that some teachers not only survive, but seem to flourish and thrive on the very adversities which destroy others. These teachers at once fascinate and puzzle....Patient scrutiny has revealed little dependable information about the common qualities of these singularly uncommon teachers. (p. 48)

This study provides information which gives insights into understanding the following: (a) the experiences of being a physical educator which have both positive and negative effects on the persistence of quality in teaching, (b) the personal qualities of distinctive physical education teachers, and (c) the perceived potential contributions of teacher education to the distinctiveness of teachers of physical education. The emphasis in the study on the identification of significant variables by the subjects is quite different from the many studies which begin with predetermined narrow factors for examination. The present work provides one basis for examining ideas suggested in professional literature. Significant factors for consideration in future studies may be inferred from this study. The inquiry, then, has important heuristic value.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this investigation was to determine what distinctive physical educators perceive to be the nature of their teacher education, teaching realities, and personal qualities. The review of literature was organized into sections relevant to: (a) teacher education, (b) realities of being a teacher, and (c) qualities of teachers.

Literature reviews which provide a background for understanding the findings of this study are presented in this chapter. Due to the lack of cogent physical education research into the topics addressed, selected literature focused on classroom teachers was reviewed. With the exception of Waller's (1932) classic, the review of literature was confined to publications since 1960.

Teacher Education

This section presents references to teacher education research and theory. It begins with selected general education writings which provide a framework for considering the subsequent literature specific to physical education.

Peck and Tucker (1973) reviewed research and projected the direction of change from traditional teacher education. They concluded that a great deal of research remains to be

done to discover ideas which would lead to improved teacher preparation. The seven conceptual themes used to organize their state of the art overview also summarize the trends identified in teacher education.

As much to arouse thought as to settle the evidence, therefore, here are some themes which seem to emerge from this recent, but growing, body of research:

1. A "systems" approach to teacher education, often called "instructional design," substantially improves its effectiveness. There are a number of studies illustrating that this works equally well to induce desirable teaching behavior in cognitive and in affective respects. A good deal of research is clustered around three special cases of this general model: training teachers in interaction analysis, microteaching, and behavior modification.
2. Teacher educators should practice what they preach. When teachers are treated in the same way they are supposed to treat their pupils, they are more likely to adopt the desired style of teaching behavior.
3. Direct involvement in the role to be learned, or such close approximations as sensitivity-training laboratories or classroom simulation laboratories, produce the desired teaching behavior more effectively than remote or abstract experiences such as lectures on instructional theory.
4. Using any or all of the techniques just mentioned, it is possible to induce a more self-initiated, self-directed, effective pattern of learning, not only in teachers but, through them, in their pupils.
5. Traditional ways of educating teachers have some of the intended effects, but they also have some quite undesired effects.
6. The training of teachers of teachers is a current concern at numerous places in the United States. At this point in time there is no empirical research whatever on this aspect of teacher education. Some would seem indicated. (In fact, there is no discernible research on training for college teaching in any field.)

7. One long-needed methodological advance is beginning to appear in the research: the use of pupil-gain measures as the ultimate criteria of the effectiveness of any given process of teacher education. These include affective and behavioral gains as well as gains in subject mastery. (p. 943)

While these generalizations may accurately represent studies that were reviewed, Haberman and Stinnet (1973) suggested that they "do not necessarily reflect actual practices" (p. 117). Haberman and Stinnet noted that what actually occurs in many programs is not grounded in those seven generalizations.

The review by Peck and Tucker (1973) and the discussion by Haberman and Stinnet (1973) revealed conflicting findings among studies regarding the influence of teacher educators, cooperating teachers, and student teacher attitudes on the teaching behavior and subsequent attitudes of student teachers. Nonetheless, Haberman and Stinnet's conclusion appeared justified that the nature of supervising teachers with whom student teachers are placed is "the most influential content in the teacher education program, at least in its impact on students' perceptions and values" (p. 116). Haberman and Stinnet cited studies which indicated that pre-service teachers became: (a) less humanistic, (b) more custodial, (c) more authoritative, and (d) more rigid and impersonal as they move through the teacher education program. It was noted that student

teachers tended to increase in more directive teaching and to imitate their supervisors (in spite of initial shock at their practices) during the student teaching experience. Such practices were justified by student teachers as "programatically successful" (1973, p. 116).

Studies since the two reviews reported above have further examined the powerful influence of practical experiences with teachers and pupils in the schools. A representative study by Murad (1975) concluded that the on-campus aspects of teacher education programs were not as effective in changing pupil control ideology and human relations attitudes as was the experience of student teaching.

Haberman and Stinnet (1973) noted that, recently, model teacher education programs have begun to utilize what has been learned from relevant research to develop and test substantial changes in program content and learning experiences. Such an effort was presented by Combs, Blume, Newman, and Wass (1974).

Combs et al. (1974) believe that important improvements in education could be fostered by changes in teachers. They reasoned that efforts at reform must be directed toward substantial revisions of teacher preparation programs. To that end, a "new elementary program" (NEP) was developed for the education of classroom teachers on

the basis of: (a) research on the nature of the helping professions, and (b) principles from modern humanistic psychology. The characteristics of good teachers which the NEP was designed to facilitate are discussed in the last section of this chapter.

The literature review did not reveal comparable efforts to develop physical education teacher preparation programs on the basis of carefully developed theory and an accumulation of relevant research findings. Research on teaching in physical education has recently increased in promising ways. However, research on teacher education in physical education has hardly begun (Locke, 1975).

Teacher education research and professional conferences in physical education apparently remain guilty of the criticism levied by Locke (1973) at a professional preparation conference in 1972. Locke reported being puzzled and distressed by the lack of attention given to how teacher educators should go about teaching the student in teacher preparation. The following passages further depict Locke's concerns.

Some people believe that by improving the content of what you teach teachers you will improve the performance of those teachers in schools. Half a century of experience in teacher education suggests that those people are wrong....The complete training program is a social as well as an intellectual environment. The program is a place for learning what to value, a time for learning what a teacher is, and what really matters within the walls of a school....It is the subtle message about values

and roles, engendered by the experiences and environment of professional preparation programs, that are responsible for present conditions in school physical education, not what teachers have been taught about what to teach....For two or three generations, at least, we have been teaching a brand of physical education to trainees that is substantially superior to what they practice when they get out in the schools. Yet, a large part of this conference has involved discussing an even more superior brand of physical education which trainees still will not practice in the schools. (Locke, 1973, pp. 88-89)

Locke further advised that what presently is being done in teacher preparation programs must change if improvements in school physical education are desired. He noted that most faculties, however, engage only in "tinkering rather than meaningful revision" (Locke, 1973, p. 93). An example of one type of substantial revision is advocated by Locke in the following comments.

The idea that all the students who have elected to become physical education teachers have resolved all their basic value and identity conflicts, or that they will resolve them simply by taking classes and getting older, would be funny if it did not have such tragic consequences. Physical education majors, like other young adults, need serious and substantial help with their problems of unfolding as people, as well as their growth as teachers. (1973, p. 98)

Review of literature in teacher preparation for physical education, particularly the lack of such literature, confirmed Locke's (1973) observation that empirical study of teacher preparation as a process is sorely needed. Locke noted "our need to acquire a body of hard knowledge and a set of theories that can tell us something about how a teacher becomes, and how teacher training ticks" (p. 95).

In the absence of research, several discussions, grounded in theory, point toward promising areas for research on teacher preparation in physical education.

An education professor described socialization constructs and the education of teachers in a 1972 physical education publication. Burlingame (1972) discussed factors which have "incapacitated efforts to map empirically how it is that people become teachers, how teaching affects teachers, or why it is that some teachers persevere while others perish" (p. 41).

Burlingame proposed that a useful framework for studying teacher education could be derived from socialization theory. Four processes of socialization were identified: (a) anticipatory socialization, (b) reference groups, (c) the training period, and (d) the world of work. Three functions which occur within these four processes were presented: (a) learning of new role expectations, (b) unlearning of old expectations, and (c) development of mechanisms for dealing with role conflict. Burlingame (1972) analyzed education studies with respect to a schema including these four processes and the three functions of socialization.

Problems concerning the teaching of teachers were discussed by Burlingame (1972). The first problem noted was that "the concepts for studying the teaching of teachers aren't used to describe what teacher education programs

currently do" (p. 52). Burlingame felt that teacher educators do not apply what they know to what they do. He suggested that teacher educators have little conception of important socialization processes affecting the teacher prior to, during, and following professional preparation. Burlingame pointed out inadequacies of the typical "exhortation model" of teacher training (p. 53).

Burlingame (1972) reported that the majority of learning how to be a teacher occurs on the job in school classrooms, rather than in college classrooms as presumed by teacher educators. Personal experience and practicality were suggested as the dominant factors in education and supported by socialization theory. It was noted that new teachers may model upon their own anticipatory socialization experiences of 16 years as a student.

Hence, the vogue of practicality is wedded deeply to the vital personal experiences of the teacher.... After the new teacher has learned the survival skills necessary for the classroom, there is little apparent reason for shifting radically or for listening to others....What counts, what must always be met, is the criterion of individualistic experience and individualistic success in the classroom. (p. 54)

In closing, Burlingame (1972) admonished teacher educators and researchers to consider the role and impact of socialization processes in the education of teachers.

It seems evident that much of what has been said or written about the teaching of teachers is embarrassing. It is embarrassing because much that has been pondered really is imponderable and much that was assumed was unassumable. By all too

frequently fixing upon what ought to be going on in the training of teachers, educators have ignored what really is or isn't going on in people seeking to become teachers. It is not that educators have failed or succeeded--frequently educators have not even been in the field of play for which such terms are meaningful. If socialization theory provides any purchase on the problem of teaching teachers, socialization suggests that much of the typical literature in education indicates that educators have not studied--worse, have not even thought intelligently about--teaching teachers. (p. 55)

Pooley (1972) presented a model for examining the degree to which physical education students are socialized in the pre-training phase of professional socialization. The model was concerned with intervening effects of student involvement in "primary and secondary sport roles as well as in teaching and leadership roles" (p. 59). Independent variables in the model were: (a) personal characteristics of the recruit, (b) characteristics of socialization settings, and (c) influence of socialization agents. Applications of the model for teacher preparation faculty were discussed.

Hoffman (1971) suggested that forces perpetuating the popularity of the traditional model of teaching must be attended to. He noted that the physical educator's receptivity to alternative teaching styles depends on conditions in the school and in the physical education class. Other forces which affect teaching practices were discussed. Advice to teacher educators was offered in the following.

It is important that those responsible for the preparation of physical education teachers acquire and maintain a flexible attitude toward alternative teaching styles. However, unless the same attitude has filtered down to the veteran teacher supervising the student teaching experience, a powerful force for the exclusive perseverance of traditionalism remains unchecked. Also, unless intensive efforts are directed toward administration, parents, and others who expect the teacher to display predictably traditional behaviors, this force will continue to repel all efforts to change.

Traditional methodology in physical education has its basis not in science or even theory, but in the unglamorous realities of life. To acknowledge this is to take the first step toward change. (Hoffman, 1971, p. 57)

Realities of Being a Teacher

This section presents literature reviewed regarding the unglamorous realities of life as a teacher. The realities of being a teacher have been studied more extensively for classroom teachers than for physical educators.

Waller's (1932) book on the sociology of teaching was one of the earliest comprehensive considerations of the life of teachers in the social world of teaching. Waller was concerned with two problems: (a) understanding the school socially, and (b) teacher control. While analyzing the school life of teachers from a sociological perspective, Waller was attentive to the different effects which similar social circumstances have on individual teachers. Waller discussed the interaction of personalities

as they filtered through institutions. Social insights shared by Waller influenced subsequent studies of school life and teachers.

One of the most frequently quoted books of the realities of being a teacher is Jackson's (1968) Life in Classrooms. The book is based on Jackson's visits in elementary school classrooms over several years and interviews with 50 outstanding teachers identified by administrators. The goal of the interviews was to find out: (a) how teachers knew when they were doing a good job, (b) how they used their own authority and dealt with that of administrators, and (c) what satisfactions teachers derived from their work.

Four recurrent themes emerged from the interviews: (a) immediacy, (b) informality, (c) autonomy, and (d) individuality. Immediacy was reflected by the urgency and spontaneous quality of a classroom happening as viewed by outstanding elementary teachers. Jackson's teachers did not rely much on reaping future rewards from their efforts with students. They perceived the results of teaching as highly visible and used observable verbal cues--pupil alertness and enthusiasm--to determine how well they were doing their jobs. Jackson reported that pupil daily enthusiasm and involvement appeared more important to outstanding teachers than pupil test performance.

A second theme in the interview responses was informality. School life for outstanding teachers in Jackson's (1968) study was characterized by informality more in their interactions with students than in the way classes were structured. Outstanding teachers reported that they used their authority less than other teachers. Teaching interactions became less formal throughout a teacher's career.

The third theme, autonomy, reflected two concerns of outstanding teachers regarding their relation with superiors. The two threats to teacher autonomy which outstanding teachers would find intolerable were: (a) the possibility of an inflexible curriculum, and (b) the possible intrusion in the classroom by administrators intent on evaluation. Outstanding teachers had either experienced such undesirable realities or were familiar with school teachers who had encountered them.

Individuality as a theme conveyed the outstanding teacher's concern for individual students. Satisfactions, for outstanding teachers in Jackson's study, result from what happens to individual students in the class, particularly when a slow or shy child blossoms. Teachers reported that working with children made teaching rewarding.

Eddy (1969) found different teacher views on the rewards of teaching. Her sample of 13 elementary and nine junior high teachers was not an outstanding group of teachers. The sample was selected from a list of graduates of a college who were teaching in the slum areas of the city where the college was located. Life in schools was different, or at least perceived so, for these first-year teachers.

Eddy studied these teachers throughout their first year of teaching. Regular interviews revealed the effects on teachers of: (a) early participant observation as a student, (b) the bureaucratic socialization of the first year teacher in a metropolitan school, (c) the work setting, and (d) teacher pupil relationships.

The teachers sampled in Eddy's (1969) study were considerably more partial to the good workers than were the outstanding teachers of Jackson's (1968) investigation. The satisfactions derived from the performance of good workers were frequently reported to compensate for the more difficult students the teachers confronted. Interview discussions revealed great concern regarding the pupils who violated norms of social conduct in the classroom.

Lortie's (1975) sociological studies of schoolteachers examined school reality in terms of the organization of teaching work and various teacher sentiments toward the

daily tasks of teaching. The unifying theme of Lortie's book was a search for the nature and content of the ethos of teaching. He focused on the orientations and sentiments which are peculiar to teachers and distinguish them from members of other occupations.

The structural features of teaching were analyzed by Lortie as conducive to continuity. He found that the "ways of teachers are deeply rooted in traditional patterns of thought and practice" (p. 24). Lortie suggested that the processes of recruitment, socialization, and work rewards tended to reaffirm the past and fostered orientations among teachers which contributed to the occupational ethos.

Lortie noted what he considered to be a potentially significant nonfinding. Teachers did not appear in his studies who had negative identifications with teaching. Motivation to teach to rectify injustices or incompetence experienced was not discovered. Lortie concluded that since "positive identification appears to have the upper hand, so, apparently, does continuity" (1975, p. 46).

Dreeben (1973) analyzed the school as a workplace. He noted that teachers must confront, as hired employees, the problems of establishing and maintaining voluntary involvement of pupils in school activities, even though pupils are required to attend school. Teachers are unlike

the many other types of professionals who can choose their clientele to a greater degree. Teachers do not have coherent occupational guidelines as observed for unskilled laborers, skilled craftsmen, and free professionals.

Dreeben reported that teachers are reluctant to think of the teaching of students in terms of power and authority. Regardless, discipline is an important element of authority which teachers must resolve. Teachers are bureaucratic subordinates, however, to the power and authority of administrators. In addition to authority relationships, problems are posed for the teacher by spatial characteristics of the workplace (classrooms).

Kohl (1976) presented another perspective on teaching realities. He discussed the politics of teaching. Examples of teacher experiences demonstrated that new teachers need to know more about the customs, hierarchy, and expectations of the social system of schools.

Research, comparable to the above examinations, on the realities of being a physical education teacher has been sparse. Recently, attention to such topics has increased considerably.

Examinations of the occupational role conflict of the teacher/coach (Locke & Massengale, 1978; Massengale, 1977) utilized role conflict theory to further understanding of an important reality confronting the teacher/coach.

Massengale (1977) noted that the roles and job descriptions of teacher/coaches vary greatly from the expectations that educational organizations make of non-coaching teachers. He further suggested that teacher/coaches usually perceive their main responsibility to be coaching. Such teacher/coaches tend to redefine their occupational role since their rewards are not the same as those of teachers.

Massengale (1977) attributed the personal professional expectations, in part, to socialization processes concurrent with participation in "the American athletic system" (p. 67). Athletes have been found to be so socialized that when they enter coaching they have certain characteristic personality traits. Massengale (1977) noted that coaches tend to "dislike change and tend to be very conservative, politically, socially, and attitudinally" (p. 67).

Locke and Massengale (1978) administered a ten-item inventory to 201 men and women employed in the dual role of teacher/coach. They recorded the perceived and experienced role conflict of teacher/coaches in five areas. The load conflict area addressed incompatible expectations derived from the combination of work loads for teaching and coaching. Teacher/coach conflict related to differences in role skills and attitudes demanded in coaching and teaching.

Findings (Locke & Massengale, 1978) confirmed that teacher/coaches do perceive role overload from their dual responsibilities. Male high school physical education teacher/coaches with higher career aspirations perceived significantly greater problems with work load than did teacher/coaches with lower career aspirations. Locke and Massengale noted that commitment by the teacher to one role provides a bias for decisions on actions to take at times of conflict. Physical education teacher/coaches reflected higher conflict scores than did coaches assigned to academic classes. Locke and Massengale closed their discussion of findings with the following comments.

Finally, these findings suggest that the professional folklore about teacher/coaches may be based on an implacable and unpleasant grain of truth, particularly when the roles combined are those of physical education teacher and athletic coach. Many coaches are distressed by the feeling that their interests and abilities are not well matched to the demands of teaching. A surprising number of teacher/coaches admit concern over the feeling that the quality of their teaching performance is impaired by the additional demands of coaching. Teacher educators might better prepare young professionals to confront and resolve these conflicts. For their part, school administrators might look more closely at the consequences of assigning concurrent coaching duties to teachers, and give more thorough consideration to alternative patterns of staffing than has historically been the case. (1978, p. 173)

Realities which are usually new to first year physical education teachers were proposed by Daniels (1975). Among the problems reported to be common to most first year physical education teachers were: (a) discipline,

(b) inability to teach a variety of activities, (c) cultural and racial differences, (d) communication problems with school personnel, (e) large classes, and (f) limited equipment and facilities.

Locke (1974) discussed the realities of physical education teaching which are often overlooked by the occasional visitor to the gym.

Handing out locks, writing hall passes, putting away equipment, standing bus duty, filling out grade cards, attending PTA meetings, marching out for fire drills, dealing with forgotten sneakers, and locating lost basketballs, are just as much the reality of a teacher's daily experience. (pp. 39-40)

One pervasive quality of physical education teaching was identified by Locke as complexity. Four factors contributing to complexity were discussed: (a) numbers, (b) diversity, (c) nature of the subject matter, and (d) the constraint of time. Finally, four statements were presented which characterize life for many physical educators.

1. Little face to face exchange of significant conversation with other adults.
2. Little time for solitude, whether used for reflection, planning, or just recuperating.
3. A high level of continuous vigilance involving conscious monitoring behaviors.
4. A high frequency of exchange with significant others who require (or demand) services in some form (advice, direction, information, encouragement, restriction), and a consequent low frequency of reciprocal interactions in which services provided are balanced by services returned. (Locke, 1974, p. 44)

Berg (1975) noted that lack of enthusiasm is a real problem for many teachers of physical education after several years of teaching. Experienced teachers were reported to: (a) go into administration, (b) go to graduate school in hopes of teaching college, (c) devote more energy to coaching, or (d) leave the profession. Several suggestions to help in-service teachers remain "alive and kicking and become progressively better teachers through the years" were noted by Berg (p. 22).

First, promote the idea that good teachers are experimenters and always looking for a better way. Secondly, teach courses in different topics, such as exercise physiology or athletic training. Third, become involved in writing articles for a physical education newsletter. Fourth, try to establish a special position in the school district which requires updating knowledge or skills. Berg (1975) closed with the suggestion that creating "enthusiasm within oneself may be the single most important trait of the effective teacher" (p. 22).

Qualities of Teachers

A few selected readings regarding the personal qualities which characterize (a) classroom teachers, and (b) physical education teachers are discussed in this section. Again, literature from general education is relied on due to the lack of physical education research.

Horn (1966) used interviews to study persistent classroom teachers. She interviewed 50 elementary and secondary teachers who taught for at least seven years and were still teaching. Half of the teachers were found by Horn (1966) to present themselves as having a pervasive feeling of acceptance, enjoyment, and satisfaction in their job. Only 18% of the entire group was characterized as projecting a sense of bitterness and lack of commitment.

Horn noted that those teachers who seemed to give information freely and spontaneously "also seemed to be among the most vital in their expressiveness, in their involvement with teaching as service, and in their concern and respect for children" (1966, p. 29). In general, her subjects were accepting of the school system as it was.

Almost all the teachers felt that their school did not hamper them from being the kind of teacher they wanted to be. But they did project a sense of loss of earlier idealism and enthusiasm as they reported a more realistic adaptation to reality. Thus most of them expected modest scholastic achievement from the children, although they seemed more exacting about children learning good behavior, citizenship, and interpersonal tolerance and acceptance. Nor did they expect or ask for personal rewards or special recognition for their work. From their supervisors they asked for more professional respect--a chance to be heard in curriculum decisions, and to be trusted and not checked upon for trivia. (Horn, 1966, p. 31)

Almost all the teachers reflected a strong sense of caring for the children they teach. The teachers all wanted children to enjoy learning. Although the teachers

in Horn's (1966) study tended to experience frustration in this latter goal, they were resilient and conveyed a relatively high level of physical and emotional energy. The teachers experienced reality shock and were uniformly critical of teacher education programs.

Combs et al. (1974) discussed the personal character of good teaching and the characteristics of good teachers. From their studies in the helping professions, they believe that the following personal qualities are crucial to the perceptual organization of a good teacher:

1. Rich, extensive, and available perceptions about his subject field.
2. Accurate perceptions about what people are like.
3. Perceptions of self leading to adequacy.
4. Accurate perceptions about the purposes and process of learning.
5. Personal perceptions about appropriate methods for carrying out his purposes. (p. 22)

Research-based purposes which distinguished good from poor teachers were also presented by Combs et al. (1974). The five purposes of effective teachers were reported as follows.

1. Good teachers perceive their purpose in teaching as being one of freeing, rather than controlling, students.
2. Good teachers tend to be more concerned with larger rather than smaller issues.

3. Good teachers are more likely to be self-revealing than self-concealing.

4. Good teachers tend to be personally involved rather than alienated.

5. Good teachers are concerned with furthering processes rather than achieving goals.

In the void of research on outstanding physical education teachers, Locke (1974) proposed five characteristics which seem related to successful survival as a satisfied and lively physical education teacher (pp. 48-49).

1. Such teachers are perpetual students of teaching. They seem to sustain a sense of change through learning.

2. These teachers are open and undefensive in communication with other adults. They exchange ideas more freely and seek criticism from others.

3. These teachers were marked by a quality which may be called autonomy. They expect to have considerable control over events that affect them. They generally act as though they are in control and hold themselves accountable for what transpires in their classes.

4. They are sensitive to the processes of teaching, but their greatest attention is given to the consequences of their teaching for students. These teachers judge their teaching by the responses displayed by students.

5. Such teachers are quite realistic with respect to their job, schools, and physical education. They are aware of the difficulties of their position and have few illusions regarding what can be accomplished.

Locke closed with an appeal for teacher educators to develop experiences which produce teachers "who survive with their zest and intentionality intact" (1974, p. 49).

CHAPTER III

RESEARCH PROCEDURES

The current state of the art in research on physical education teaching and teacher education portends a need for an unpretentious attitude among researchers. The paucity of research in this area indicates that it would be premature to test propositional statements of purportedly lawful relationships. The results of such a strategy could lead to misunderstandings and divert attention from potentially significant areas of investigation. On the other hand, approaches which seek to increase understanding by elucidating the experiences and perceptions of subjects who have been immersed in the phenomena of interest may lead to a more valid portrayal of reality. Subsequent theory building and explanatory research endeavors might benefit from a research base developed through exploratory and descriptive procedures. The latter objective guided the design of research procedures used in the present investigation.

Research Design and Rationale

The above concerns led to the development of a research strategy which intentionally deviates from more common methods which subtly narrow the search for truth by imposing

a framework based on predetermined assumptions of important factors and relationships. The procedures utilized in this study were designed to promote the emergence and description of idiosyncratic differences among the experiences and perceptions of distinctive physical education teachers. Individual case studies are appropriate (Stake, 1977) for the purposes and strategies of this research. Stake's suggestion that case studies may leave us with more, rather than less, to examine further is a likely and desirable outcome of this investigation.

This study was confined to physical educators who have persisted in the public schools as distinctive teachers. Information in the case descriptions was obtained through interviews, on-site observations, and questionnaires. The primary research tool was an in-depth semi-structured interview dedicated to probing the distinctive teacher's personal qualities, perceptions of teacher education, and the realities of teaching. Two standards were maintained in fulfilling the goals of the study. The interview process had to promote genuine and self-initiated information from the respondents. Secondly, the interviewees had to be teachers who represented the definition of distinctive teachers.

Definition of Sample Pool

The problems stated in this study were investigated by interviewing physical education teachers who met the following criteria.

1. Subjects were full-time physical education teachers in public junior high and middle schools having required programs of physical education. The purpose of this limitation was to effect some degree of control over the teaching setting. It was reasoned that secondary school teachers with elective classes and elementary school teachers likely confront circumstances which differ from those experienced by junior high school teachers.

2. Physical education teaching comprised at least 70% of subjects' normal teaching day.

3. Subjects were in at least their fifth year of physical education teaching. This criterion assured that subjects showed some persistence as teachers.

4. Subjects taught for at least two consecutive years in the same junior high school. Teachers who changed jobs every year were intentionally excluded.

5. Teachers were employed in the greater Boston area schools of Massachusetts.

Identification of Consulting Judges

Professionals who had first-hand knowledge of teachers in the greater Boston area served in a consulting role to

identify teachers who were distinctive as defined in this study. Judges were identified from professionals suggested by teacher educators who understood the purposes of this study. The investigator talked with prospective judges regarding the purposes and underlying assumptions of this research. Six candidates who shared an obvious concern for the problems addressed in this study were invited to serve as judges.

Selection of Subjects

All of the prospective judges were asked to meet with the researcher for a half-day working session to discuss the details of the inquiry and to identify distinctive physical education teachers. Three of the six met with the investigator in December of 1978. All three were teacher educators who were in public schools regularly to supervise student teachers. The remaining three were unable to participate in the work session and therefore were not asked to nominate distinctive teachers.

Judges engaged in a process to facilitate the exchange of ideas regarding identifiable characteristics of distinctive physical education teachers. Forms were distributed to each judge on which to list perceived indicators of teacher distinctiveness for each aspect of the given definition (Appendix A).

Indicators of distinctiveness were categorized according to: (a) what a teacher does in class, and (b) what a teacher does outside of class. The resulting pool of suggested exemplars of distinctiveness were written on transparencies and displayed by overhead projection. These suggestions were shared, discussed, and refined until a consensus portrayal of distinctive teachers was reached. It was agreed that a teacher was not expected to exhibit every indicator of distinctiveness in order to qualify for inclusion in the study. The process resulted in specifying the indicators which served to distinguish among teachers. Appendix B presents indicators of teacher distinctiveness utilized in this study.

Based on the common understanding established through these procedures, judges were asked to identify distinctive teachers whom they had actually observed teaching junior high or middle school physical education in the Boston area. Sixteen teachers were nominated for inclusion in the sample. Six teachers were eliminated because they taught only grades five and six. Eight junior high and two middle school teachers were retained in the sample pool.

Eight of the ten teachers were randomly selected to be subjects. A letter explaining the investigation was sent to the seven junior high and one middle school physical education teacher (Appendix C). Each teacher was

contacted by telephone to solicit his/her cooperation as a subject. One middle school and five junior high school teachers accepted the invitation. Each of the two female teachers who declined cited the increased responsibility of working with a new student teacher as the primary reason for not participating in the study.

No attempt was made to insure that the sample was representative of any particular aspect of the population, e.g., gender, school size, location. It happened that subjects were located fairly evenly around Boston from north to west to south. Of the six subjects, three were male and three were female.

Rationale for Research Instrumentation

The need to accurately describe and identify significant factors in the cases studied was of primary concern in this investigation. A fundamental guiding strategy was to approach this study from the most open and unbiased perspective possible. The relatively unrestricted self-report by teachers was deemed to be an important and valid source of data in this research. The questionnaire and interview are two techniques commonly utilized to elicit self-reports in descriptive-survey research.

Thorndike and Hagen (1969) emphasized the use of a questionnaire for eliciting factual information about an individual. They assert that although the "reports may be

inaccurate in some respects, the individual himself is probably the richest single repository for the factual information we would like to have about him" (p. 386).

Problems of inaccurate reporting due to misinterpretation of survey questions can be dealt with if the investigator is present. The questions and responses can be clarified immediately in an interview situation. Misinterpreted questions can be rephrased and restated. By paraphrasing answers back to the interviewee, the interviewer can check his interpretation of the response. The interview process can result in greater assurance that the real intent of a question was understood and clearly answered.

Good (1963) noted that certain types of information can be secured only through the face-to-face contact with people provided by an interview. He reports several unique values of the interview compared to the questionnaire: (a) subjects may need the stimulus and confidential relationship of the interview to provide information which they might not place on paper, (b) the interviewer may follow up leads and clues in a manner not possible with an instrument prepared in advance, and (c) the interviewer may form some impression of the truth of the answers by the interviewee.

The opportunity to probe into attitudinal information and to encourage the emergence of unanticipated factors was particularly important to the purposes of this study. Smith (1975) confirmed that "structured interviewing is most appropriate in classifying clearly understood attitudinal or behavioral dimensions" but that in explorations like the present study "the researcher should resort to more unstructured, or depth, interviewing strategies" (p. 189).

In discussing the reasons for nondirection in the interview, Merton, Fiske, and Kendall (1956) recognized that the use of interviews is "to uncover a diversity of relevant responses, whether or not these have been anticipated by the inquirer" (p. 12). The nondirective approach is valued to uncover what is really on the interviewee's mind rather than his opinion of what the interviewer's thoughts are. Further, it allows the interviewee's responses "to be placed in their proper context rather than forced into a framework which the interviewer considers appropriate" (p. 14).

The combining of two survey methods to cancel out the weaknesses of each was advocated by Wise, Nordberg, and Reitz (1967). Accordingly, this investigation utilized the questionnaire and interview techniques as means for collecting data.

The questionnaire was used to collect initial data for the following purposes: (a) ease in coding of factual data, (b) prior collection of demographic data to allow more time for probing in the interview process, and (c) obtaining questionnaire data in advance of the interview to allow the investigator to better plan for each subject and to personalize the beginning of the interview session. See Appendix D.

The primary source of data for this study was the semi-structured depth interview. Open-response questions were used as much as possible to elicit information. The interview guide served to insure that certain general topics were addressed through open-response questions to the subjects. Appendix E presents the interview guide. The interview guide incorporated a listing of potentially significant factors for discussion under broad questions. This was done to keep the interview from turning into a schedule of extensive and predetermined questions resulting in an "oral questionnaire" rather than a depth interview.

A third source of data were notes and summaries written by the interviewer at the end of each interview session (Horn, 1966). These subjective notes highlighted some of the prominent characteristics of each interviewee and of each interview. Notes on the subject's reaction to being interviewed, ease or guardedness of responses, and interest

in the purpose of the interview provided one basis for evaluating the interview process as a source of information.

In addition to the preceding data sources, the investigator observed the teaching of subjects for at least half of a school day. The primary purpose of these observations was to lead to potentially more cogent, personalized and meaningful interviews. This strategy was quite successful. Written notes were made during the observations. Additional notes were made of conversations with the teachers between and during their classes.

Pre-pilot Developments

An informal pre-pilot study resulted in the confirmation and further identification of interest areas to be addressed in the questionnaire and interview. Informal interviews with public school teachers and discussions with teacher educators were conducted. Those interactions led to additional insight into variables which could emerge; these further delineated the research problem. Another outcome was the strengthened commitment to maximize the use of open-end questions and to minimize the interviewer's role in determining the immediate direction of the discourse. This admittedly inefficient interview strategy proved to be quite effective.

The investigator endeavored to maintain a discussion focus on the topics while encouraging the subject to "talk freely." Wise et al. (1967) confirmed that using open-end questions with this strategy often elicits "much material not apparently related to the problem; however, a second glance may indicate relationships that were not evident at first" (p. 104). The careful pre-planning of an interview may need to be highly structured, "whereas the actual conversation may be only loosely structured or very unstructured" (p. 104). The ability to utilize multiple structures appropriately and flexibly has gained increased recognition in interview studies.

The varying degrees of structure of interview questions were presented in The Focused Interview: A Manual of Problems and Procedures by Merton et al. (1956). The authors presented four criteria which the investigator used in the pilot study and main study for continual assessment of the interview as it was in progress. The four criteria are the range, specificity, depth, and personal context of the interview. A better understanding of the functions of freedom and structure of questions and responses gained through this book was quite useful in the pre-pilot encounters.

Pilot Study

Procedures of the main study were tested and refined as the result of a pilot study conducted in southeastern New Hampshire. The pilot study was conducted immediately prior to collecting data for the present study.

Two teacher educators from the University of New Hampshire served as judges for the pilot study. They engaged in a workshop-type session in October of 1978 like that conducted in the main study. The first draft of forms appearing in Appendix A were used in the pilot meeting and revised for the main study. The group process needed to work toward a common understanding of distinctive teachers was practiced and examined for possible improvement. The pilot judges were asked for evaluative feedback on specific aspects of the working session.

Three distinctive physical education teachers were randomly selected from the list of eight nominees for participation in the pilot study. One female middle school teacher, a male middle school teacher, and a male junior high school teacher were asked to participate in the pilot study. All three teachers agreed to cooperate and were interviewed in November of 1978.

Subjects in the pilot study were asked to critique the questionnaire and the interview process. The pilot interview tapes were studied carefully to analyze the

interviewer's performance in eliciting quality responses from the interviewee. The researcher's limited use of paraphrasing was observed to be appropriate and accurate. The specificity, range, depth, and personal context of the interviews was examined.

Banaka's (1971) book, Training in Depth Interviewing, was studied before and between pilot interviews as a guide to improving the interviewer's performance and to revising the interview guide. Particular attention was given to the interviewer's awareness of the relational issues of inclusion, control, and affection. Banaka's procedures for the analysis and evaluation of interview skills, interview planning, critical interactions, and manifest content were followed and refinements were made to improve the research procedure.

The observation of the teaching of pilot subjects was carried out prior to the interviews. Practice in observing and in relating the interviews to the observations was beneficial.

Data Collection

Subjects in the main study received a letter explaining the nature of the study in December of 1978. Permission was requested to observe the subject teaching and to conduct an interview of approximately an hour in length with the audio

recorded on tape. A brief questionnaire accompanied the letter. Subjects were requested to return the questionnaire prior to the scheduled interview/observation. Anonymity of information was guaranteed to the subjects. Completed questionnaires and tape recordings were identified by numerical codes. An "Informed Consent Form" (Appendix F) was sent with the introductory letter and a copy was signed by each subject before the interview began.

Subjects were interviewed in January and February of 1979. Each interview was conducted at a location and time selected by the subject. The times varied from free periods during the day to immediately following the last class of the day. The interviewing took place in physical education teachers' offices, vacant administrative offices, and library conference rooms.

The interview guide, Appendix E, was used to assure that certain topics were addressed in each interview. Open-end questions were used extensively. More confining questions were used as needed for clarification. Each interview was audio-taped and analyzed later by the researcher. Post-interview notes were written by the investigator following the conclusion of each interview session. In association with the interviews, for each case examined, an observation of the subject teaching was

made by the researcher. Notes were taken during the observations. Cogent questions for the interview were noted during the observations. Discussions with the subjects between classes were often revealing and appropriate notes were written at the first available moment.

Coding of Data

The key to accurate and meaningful analysis of the findings in this study rested primarily on synthesis of the data obtained during the interviews. It was not the intent of this study to force all of the information obtained into quantifiable categories. Some of the manifest content, however, was easily categorized and coded to allow the use of simple descriptive statistics. For such information, the following procedures were utilized for coding data and determining the reliability of codings.

A coding procedure similar to the process described by Crittenden (McGee, 1971, pp. 228-246) was used in converting information on the interview tapes to quantitative data. Coding was done from the audio-tapes. Since information obtained in an open-ended interview does not always follow the planned sequence, coders listened to the entire tape once before attempting any coding. The coders listened to certain passages repeatedly as needed to insure the accurate categorization of responses.

The units for recording responses were identified and refined during the pilot study. Categories of possible responses were generated for each factor of interest. Guidelines for assigning data to a category and examples of coding were established and revised. Provisions were made to categorize unanticipated responses and to indicate when no response was elicited. Categories for coding were appropriate to the nature of responses. The format utilized in coding responses of the six subjects in the main study appears in Appendix G.

Reliability of Coding

Inter- and intracoder reliability between the researcher and an independent coder was established during the pilot study. During the main study, two of the taped interviews were randomly selected and independently coded to check intercoder reliability. Two different tapes were randomly selected to check intracoder reliability. These tapes were coded twice by the researcher with at least two weeks between the coding sessions. The proportions of coder agreement (McGee, 1971, p. 240) for each of the reliability tests appear in Appendix H.

The proportions of agreement for data coding are quite high for at least two reasons. Information which could be easily categorized was likewise easy to code accurately.

Secondly, the replay capability of audio-tape allowed both coders to revisit items which were not so certainly coded after the first hearing. Later discussion between the two coders revealed that they had usually replayed sections of the tape to re-examine coding of the same items on the coding format.

Writing the Report

The data presented in this study were documented by transcribing the taped interviews and including quotations from the subject in each case study report. Additionally, the individual narrative reports employed a substantial quantity of the subject's vernacular. The coded data were tabulated and presented to facilitate comprehension of a small portion of the information obtained in the inquiry. A synopsis of findings was synthesized to convey an overview of similarities and differences among the six cases studied. The investigator's interpretation of the meanings and implications of findings were discussed.

CHAPTER IV

THE DATA

Information from subjects in this study was obtained through semi-structured depth interviews, questionnaires, and observations of their teaching. The data are presented in this chapter in case study format. Tables summarizing selected portions of the data which were quantifiable are also presented.

Each case study bears a fictitious name. The reports are carefully synthesized but utilize a considerable amount of the subject's language. Specific quotations are interspersed to indicate the personal perspective of the subject and to convey feelings which may be lost through paraphrasing. Each case study follows the same format.

Case study reports are organized to present information obtained from the questionnaire (Appendix D) and the interview (Appendix E) under eight topical headings. The first heading, "Introduction," encompasses the subject's personal data, employment history, and a description of the current teaching situation. Sections entitled "Initial career decision" and "Undergraduate preparation" convey responses to questions under those headings from the interview guide (Appendix E). Under the fourth topic, "Early years of teaching," each subject's recall of problems

encountered, and adjustments necessitated, is presented. "Perceptions of self" are revealed with regard to: (a) personal qualities, (b) perceived teaching self, (c) teaching goals, (d) changes perceived, and (e) causes of changes. The sixth heading, "Perceptions of teaching realities," is focused on the satisfying and dissatisfying aspects of teaching which the subject discussed. "Reflections on persistence" includes the subjects' thoughts regarding: (a) the relationship of summer activities to persistence, (b) the role of early personal qualities in persistence, (c) how to increase the number of distinctive teachers, (d) what keeps them teaching as they do, and (e) what stands out as significant to their persistent distinctiveness. The eighth topic, "Investigator's notations," differs from the preceding in that the source of information is the investigator's observations rather than subject self-reports. Selected notes on teacher actions, student responses, teacher-student relationships, and subject response to being interviewed are summarized in this final section. The notes were made by the investigator during classes, between classes, and immediately following the interviews.

While the sequence in which data emerged during each interview was not consistent with this organizing scheme, the flow of ideas was preserved by a flexible interpretation of the preceding headings. For example, the narratives appearing under the heading of "Early years of teaching"

includes some spinoffs by the subject into expressions related to perceptions of personal qualities, teaching realities, and changes throughout the career. The categorical headings are not intended to be mutually exclusive. Neither are the interviewee's responses so "chopped up" as to avoid overlap and possible repetition. Indeed, the value of reading these reports may depend on the extent to which they retain the interrelatedness of ideas as they were presented by the subjects.

Individual Case Studies

The following narrative reports present much of the data obtained through the interviews. See interview guide in Appendix E. Pseudonyms identifying the subjects are Donald, Jean, Walt, Martha, Pam, and Kevin.

Donald

Introduction. Donald is a 42-year-old male who weighs 180 pounds and is six feet two inches tall. He was born and educated in Massachusetts. He had taken an additional 30 credits beyond the master's degree. Donald has taught for 21 years.

Donald stayed with his first job for 12 years. In addition to teaching upper elementary grades, he was an assistant coach at the high school in football, basketball, and track. He changed to a junior high school in the same

school system. For the first six years, the school had seventh, eighth, and ninth graders. Since 1976, it has had sixth, seventh, and eighth graders in attendance.

He currently teaches at a junior high school and coaches at a high school in metropolitan Boston. The sixth grade students have physical education three times a week. Seventh and eighth graders have physical education twice a week. Class size averages about 30. School policy allows students to sign up for extra physical education in place of their study period. An average of approximately 40 students sign up daily for extra gym.

Indoor facilities at Donald's school are good. Outdoor areas are spacious. The four members of the physical education teaching staff include a full-time female and male and a half-time female and male. Fewer than a third of the classes are coeducational.

Initial career decision. Donald decided on a physical education career while attending high school. He liked athletics and the people he admired most were physical education teachers and coaches. They directed him toward a college with a strong emphasis in physical education.

The glamour of physical education and athletics attracted him. He was not outgoing as a young adult and preferred sports to "going out socially." Physical education was a means for him to compete and to express

himself. When probed with the idea that some educators view sports as objective rather than expressive, Donald responded that "for me, sports were definitely expressive."

Undergraduate preparation. The first two things which stood out to Donald were (a) his need for experience in public speaking and (b) that twelve weeks of student teaching taught him more about what to expect than had all of the hours at college. A course about liability for physical education teachers was remembered as good and useful, especially as a deterrent to making even more mistakes in his early years as a professional.

Early years of teaching. Donald signed a contract before the end of student teaching to return to the pre-service system in the fall as a physical education teacher. He already knew many of the students when he returned. The situation was described as very good even though "some of them I had a negative feeling about and some had a negative feeling about me."

His job was to teach fourth, fifth, and sixth grade students at five elementary schools. Students were seen only once a week for half an hour. Donald "never quite dug into the individual kid." At that time, the curriculum was regimented. Movement education, coeducational classes, and other changes in elementary programs were starting about the time Donald changed to junior high teaching.

When asked if he experienced reality shock, Donald responded that this was present even beyond what he learned in student teaching. "The first year was filled with the type of things that you write books about."

One particular problem was never having been taught how to deal with parents. He was required to put on demonstrations and talk in front of the parent-teacher organizations. Saying things sometimes that parents did not want to hear was a problem. Donald thought that it took two to three years to be well prepared for meeting parents.

In answer to questions about adjustments in the first year or two of teaching, Donald explained, extensively, changes in his personal expectations regarding teacher-pupil relationships. The flavor of that discussion was established in the initial portion of his response.

First, I went into my situation feeling that the classes and kids were going to do it one way and that way was my way. That they were going to adjust to me one hundred percent. I felt it would be a let-down for me to adjust to young kids. But the more I taught, I had to learn to adjust to them because they have more problems perhaps than we do. The other thing I learned right away is that you can't confront every kid with a crisis situation--either you are going to do that or--but I did earlier. I student taught with an out and out tough disciplinarian, but I found out that my own situation was different. I couldn't really teach like that. I had to adjust. I still think I've got a lot of adjusting to do. When I came in I was coaching on a high school level, I was young

and facing kids in grades four, five, and six. Maybe at that particular point in my career I thought I was God's gift to them and the kids were going to do as I say--step on the black line, sit there and shut your mouth--and stuff like that. I don't think that I liked it. They didn't like it. I was getting uptight all the time and this had to stop. It took me several years to learn it.

Donald indicated that he adjusted further when he changed to teaching junior high school students. To do a decent job in junior high he feels that one needs to understand the students and what they are going through. His success reportedly "tripled since taking time away from sports to go down and check guidance stuff and learning to respect the kids and understand what makes them click."

Perceptions of self. Donald responded to a request to describe himself as a teacher by first projecting how the students viewed him. He thought that viewpoint would indicate that he was "a creature of moods," that he was fair, and that he liked to have fun in class.

The first idea expressed about himself was that he was lucky to be in such a good job. He admitted to moodiness and attributed the moods primarily to the effects of a loss or win by his high school basketball team.

Donald acknowledged getting tired sometimes and letting down. He said that he is a teacher who demands discipline, respect, and clean language. Being fair with students was something which he felt certain that he did well.

Donald is concerned about the students and shows that through different forms of involvement. He attends their big dances, looks at their report cards, and asks them questions. Donald believes that if you talk with students then they will talk with you once they know you are concerned.

His first response about important things that he is trying to accomplish in teaching was that he wanted the students to have fun. The other goal he strives for is for the students to have pride in themselves. Donald would not be pinned down to a specific form of student progress to which he pays particular concern. He "just wants the kids to improve in something." Donald repeatedly expressed concern about self-image of students. He said that self-image is the one weakness that middle school students have.

Donald feels that he is a successful teacher "sometimes." He distinguishes the good from the bad days according to the quality of interactions with students rather than how they performed. Donald does not consider himself to be a good skill teacher. Motivating students to participate, teaching them the rules of a sport, and having them take pride in themselves is what he most likes to do. Donald called himself "more kid-centered than skill-centered."

Before presenting Donald's perceptions of how and why he has changed as a teacher, it may be appropriate to note that he revealed a quality about himself that may relate to both his changes and eventual success as a teacher. He describes himself as willing "to sit back in the background and let other people show themselves in the limelight." This quality was apparent in discussions of how his teaching behavior was affected by his cooperating teacher during student teaching and by his male cohort during the first two or three years after he changed from elementary to junior high school teaching. Donald did not feel that he established anything at the junior high school until after two or three years at which time he was on his own.

Donald indicated that in his early years of teaching he acted tougher and taught more skills. He was more likely to "fly off the handle" or punish a student. Now he is more cooperative with the students, has learned to adjust to them, and is more "mellow" in approaching problems. This change is represented by comments such as the following.

When I was young and something occurred, I would take the bull by the horns and master that particular situation with aggressive athletic behavior. Now I treat it more or less like a minister or a priest. I sit down and talk about it instead of trying to rifle my way through it.

The toughness portrayed by Donald is a trait which was never genuine. He described himself as more of "an old softie."

I think that originally I tried to be something that I wasn't. I tried to prove something to everybody. After a while, I don't think I had to prove anything. The best thing I did was to try to be myself.

During these years, Donald did not perceive himself differently from most physical education teachers. Now he does. He surmised that half of his career was spent in "the jock syndrome." Donald discussed many interesting factors which helped him to break out of that syndrome to begin "acting more natural."

One influence came from noticing how his two sons responded to different teachers as they grew up. He felt very close to them and listened to them talk about their physical education classes at the supper table. They discussed happenings which pointed out the negative affects which could result from physical education, especially for the unskilled or poorly fit students. Donald realized that "giving it nothing but the old athletic look or phys-ed look turns off everybody but the athletes."

Impetus for changes in program content was received from student teachers. An example related by Donald involved Project Adventure.

A few years ago, Project Adventure was nothing to me but something that you laughed about; until I went to it, saw it, and took part in it. Then, holy gosh! A whole bag of just what I believe in-- personal interaction with kids.

Another response given by Donald to why he stopped acting and became more natural related to being simply tired of treating kids in the ways he had been.

I want to treat the kids like I would have wanted teachers to treat me. I wasn't outgoing and sometimes I got beat on for it. I got beat on quite bad. If I didn't rebound I got beat on, and if I didn't talk right in class I got beat on. I'm sick of seeing kids beat on.

For Donald, the preceding occurrences seemed to stimulate the major progress in his teaching. In answer to a question concerning what he had done to improve as a teacher, Donald first talked about his graduate studies.

The first five or six years I didn't do much [to improve]. I was after a masters quest because of money since I have a wife and two kids. Following that, I knew there was another thousand dollars involved for masters plus 30 credits and I did that.

Later, he attended in-service workshops and seminars which he found beneficial in learning about some concepts of physical education that were new to him. He took a week off a few summers ago and another last year to learn more about Project Adventure. A seminar on the interaction of middle school boys and girls was interesting to him. He expressed a need to take time off to see other good programs. Donald thinks that he could do a better job by watching somebody else teach.

Perceptions of teaching realities. In discussing the satisfying aspects, Donald answered that the biggest factor was the kids looking forward to taking part in his class.

He feels that they enjoy what they are doing and would like to continue after class. It pleases him most that he is dealing with happy kids. He does not deal with "a lot of negative aspects."

Donald believes that students do whatever you want as long as they respect you and you respect them. He feels that a teacher is less likely to have trouble if he respects students and takes time to learn about them.

Asked if there were any dissatisfying aspects of the job, Donald quickly replied "Coaching! -- and teaching. It's very difficult to do a decent job teaching and coaching." He said that there are many reasons for this.

One of them is pressure--questions--interference--wins, losses--trips--preparation, where you've got to decide if you're a teacher first or a coach first. Sometimes that choice is very difficult.

When probed about where the pressures came from, his answer was "within."

The high school I coach at is very large and I've followed a coach who was very, very successful and had an outstanding reputation throughout the state for years. The main responsibility according to the townspeople is to have a representative team of well-matured kids that abide by the school rules--and win! It's a fair community but if we don't put a successful product out there--there are pressures. Plus, the pressure I put on myself. Sometimes it tends to build up a little bit so that I'm not able to enjoy the young kids here.

Donald said that the students recognize that he is different during basketball season. The varsity games are played on Tuesday and Friday. On Monday, Wednesday, and

Thursday he is usually relaxed. He may do a poor job on Tuesday and Friday due to the distractions. Donald referred to an "uptightness" that inhibits his opening up and having fun with the students. He is "more or less aloof and by myself, or talking to a reporter or worried about something like the center's broken thumb, things like that do take away from teaching."

Donald notices the effects on his teaching on the day of a game, especially in the afternoon. He tends to "drift" in classes after one o'clock. On Wednesday, after a Tuesday night game, he may be a little more tired than usual. This is especially true when the team gets back at midnight or later.

Donald gave other examples of how coaching affects his performance as a teacher. Many teaching related tasks are put off until after the season is over.

We put on a gym show. The day after my season ends, we start with morning tournaments in handball. Volleyball tournaments are in the afternoon--stuff that I just don't want to get into right now--but I should.

Donald does not feel that coaching seriously affects his teaching every day. The students are a great balm to him for dealing with losses. If he is sulking with himself the morning after making mistakes in a game which was lost, being with the students helps him to forget about it. He feels that the attitude of his students and team members is a positive influence.

Donald discussed factors other than coaching which make it difficult for him to do a good job in teaching. Seeing the students only two days a week was identified as one such problem. Being responsible for the students, locker room, selling uniforms, and handling money were also mentioned.

The first five or six weeks of school are particularly difficult "with one person to collect money for uniforms, towels and socks, and trying to organize classes." The situation is most confusing with the sixth graders who are receiving a locker and lock, buying uniforms and taking showers at school for the first time. Donald would rather devote more time to teaching than to being a "money collector and salesman."

Reflections on persistence. Donald's first response to a question about why he stayed in teaching or what kept him going was simply "the kids." He enjoys his job. The good outdoor facilities in the fall and spring led to the following comments.

It's beautiful. Nice weather. Way up high. Lots of acres. I look around and wonder what could be a better job than what I'm doing. I could be challenged in the business world, but this is where I'm at, right here.

There are other aspects to what Donald considers "the best job in the country." The students come from a good community and approach physical education positively. The school has a good principal.

When asked specifically about the importance of praise, Donald indicated that praise was important and makes a difference to him. He felt that administrators and other school personnel were alert and thanked the physical educators for the extra things that they did.

Donald revealed another experience which helped him to change as a teacher and to stay involved in teaching. As he said earlier he "went through many years having 'X' number of kids in class and teaching 'X' fundamentals to those kids who were no more than numbers and names and a good kid or bad kid without understanding them." Donald projected that young teachers would look forward to seeing the students more if they could understand better the individual student's problems, hang-ups, living situation, and preferences. He suggested that spending time in the guidance office helped him to achieve this.

Asked why he began checking with guidance staff, Donald acknowledged that he did not initiate this action by himself.

Someone told me straight to my face when I had repeated problems with a particular class and was my arrogant self about the situation. A man in guidance asked me why I couldn't understand that the kids had problems and that I wasn't the only one that had a problem. They have to get along with you, but why don't you check in and find out what's happening with them. Did you know that his father had murdered somebody? Did you know that he watched his mother die last year? Yet he's got to stay on a straight line and keep his mouth shut for you....That kind of stuff. It was happening for me. When it hit me, it was the best lesson I ever learned.

Donald was not sure that this "happening" could be achieved in teacher preparation, but he did suggest that involvement with students is a key idea. He now sends student teachers to the guidance office to learn about their pupils. They pick out who they think the best and worst pupils are and then learn all they can about them. Donald thinks that this fosters better teaching since the adjustments to and ways of motivating individual students improve.

Another approach to take during teacher preparation was suggested. Seminars were recommended where all the student teachers meet together and discuss their problems with a special resource person present. Donald suggested that having people like truant officers and guidance counselors there to explain the problems of pupils might be beneficial.

After teachers are on the job, what can be done to keep them vitally involved? Donald responded that physical education teachers should be included in "coring." Coring refers to a meeting of various school personnel to decide what to do about a particular student with problems. Physical educators would be valuable in such a group since students often communicate well with them. Donald said that this helps the physical education teachers to feel more important and that their opinion is valued.

Once you have taken the time to go, they're always asking you to come in. You get a call asking you to please try to find this kid in a situation and describe him. It helps. I think that the poor physical education teachers are the teachers that think their subject is poor. That they are put in the school as an outlet for kids and nothing more. The old sweatshirt and whistle syndrome is how they view themselves. If they can get involved in these things [coring] then they become part of the school.

Donald was asked specifically about his summer activities and whether it was helpful over the long run to do something quite different from his school-year job. He did not feel a need to "get away from the kids" or his job in general. In his early years of teaching, he did construction work because he needed the money. For the past eight years he has conducted physical education for deprived children in grades one through five through a federally supported program. He takes the last four weeks of the summer for vacationing at his cottage farther north. Donald feels some pressure and a need to get away from the summer basketball league which he runs four evenings a week for grades six through twelve. "When that day is over, I'm glad."

Donald's final reflections summarized a few things which stood out to him. Basically, he was always concerned about people but was afraid to do anything about it for several years. Along the way, things helped him stop acting out a role and to get in touch with the empathy he felt for students. When the investigator asked if things were eating away inside him and had to come out, he responded:

Yes, that's it. You just hit it in a nutshell. Now that I've learned that I really like my job, I can relax and enjoy it and be myself and say the things I want to say and do the things I want to do....People wonder why is the head basketball coach in the guidance office for a kid in grade six. They say you've got bigger things to do with your life....But, there aren't any bigger things to do with your life!

Investigator's notations. Donald was observed teaching coeducational classes in the first week of a square dancing unit. His communications to the class were effective and humorous. The problems of various groups were noticed by Donald and he was quick to intervene constructively. Progress was facilitated by judiciously switching group members as Donald worked in the extra students to various sets. He was sensitive to social interactions among students.

Students appeared to enjoy the classes and were focused on learning the new activity. They were well motivated. Those who were slower to learn the dance patterns were assisted in subtle and direct ways without becoming embarrassed. The boys came to class eagerly.

In the locker room, Donald was observant of the students without being overbearing. His conversations with individuals and small groups were personal and sincere. Donald walked by one boy who was, seemingly, barely within his peripheral field of vision. Donald stopped and inquired what happened to the boy's mouth. Only a slight bruise was apparent on the student's lip. The investigator was

surprised to see broken teeth as the boy talked freely with Donald about having been robbed on his newspaper route the preceding day.

Jean

Introduction. Jean is a 38-year-old female who weighs 137 pounds and stands five feet eight and a half inches tall. All of her education was completed in Massachusetts. She has a master's degree plus 30 credits and has taught for 16 years.

For the first ten years of teaching, Jean had students in kindergarten through grade eight. Part of her responsibility included traveling among several elementary schools. During the last four of those years, she also coached the varsity softball team at a high school.

Jean currently teaches at a junior high school in metropolitan Boston. A nationally rated official in two sports, she has officiated in one women's collegiate national championship tournament. Her seventh through ninth grade students have physical education an average of two and a half days per week. Class size fluctuates from 20 to 40.

The junior high school has two full gyms, one half gym, a weight training room, a combination gymnastics and wrestling room, and a small multipurpose room. The physical education department is staffed by four men and three women.

One male is the Department Chairman/Athletic Director and teaches no classes. More than three-fourths of the classes are coeducational.

Initial career decision. Jean decided to become a physical educator during high school. No major factor was responsible for the decision. A combination of her love for the activities, an interest in teaching and coaching, and the influence of a favorite physical education instructor were cited as important factors. Jean attended the same undergraduate institution as did her favorite instructor. It was also noted that, in those times, one was reasonably assured of getting a job teaching physical education.

Undergraduate preparation. Jean recalled that the methods courses were quite good, particularly in the sophomore year. In those classes, she had the opportunity to teach children from a nearby elementary school. She still goes back occasionally to the copious unit and lesson plans demanded in those courses.

There were separate and required courses in sports officiating. Jean described this as good for introducing students to officiating in the sophomore year. That is when she first became interested in officiating.

The junior year included student teaching at an elementary school. In the senior year, students chose between the junior or senior high school level. She always wanted junior high and was fortunate in getting a good situation for student teaching. Her help and support during student teaching experiences was good. Supervision from the college was a regular and a positive factor.

Early years of teaching. The first year of teaching was primarily what Jean expected it to be like. Her good student-teaching experiences were in situations similar to her first teaching job.

The school at which she taught most had "an old-time principal in his late sixties who, as I look back now, was a wonderful person to work for in my first year of teaching." It was a small and "well-run neighborhood school of 200 students where you got to know everyone well."

One potential problem was solved quickly. There was an activity which Jean intended to introduce to the eighth grade girls, but no equipment was available. "Once I got over that shock and got up my courage to call my athletic director and explain what I wanted to do, he came up with it."

Jean did not experience reality shock. She noted that circumstances when she began her career were different from the present day. "You had a dress code, standards, self-discipline in the kids, and backing of the parents."

She attributed her good college preparation with averting the need to make many adjustments in her teaching. The person she worked with was good. Jean thoroughly enjoyed her early teaching and "wishes that we were back in that kind of a neighborhood school set-up."

Perceptions of self. Jean strives to do well whatever she does. She regards herself as a successful teacher and attributes this to her good background in growing up, good education, positive early teaching experiences, and having the right people in the right places to help her along.

She likes the students and feels that she relates well to them. She feels that if a student respects the teacher, then, the teacher is rewarded by seeing the student try hard. The teacher will not have serious problems with discipline.

Jean was asked what she is really trying to accomplish in teaching. She tries to prepare students with activities which are useful to them for recreation either now or in the future. Students should gain an appreciation of what a physically fit person is and the activities that can be done to become physically fit. She believes that many students will change from simply enjoying activities now to a realization later that activities can meet their need for exercise.

Jean emphasizes being physically active to the junior high students. She does not focus on primarily fitness oriented activities. She thinks her role as a junior high teacher is to give the basic fundamentals in a variety of activities from which the student can select further work at the high school. She does, however, think that her program will introduce more jogging and running experiences in the future due to the increasing interest in jogging.

When probed further about the kinds of student progress that are important to her, Jean indicated that the most important thing is for students to make an effort.

I know that every student is not going to like activities, but I want them to make the effort. If they can show improvement in their skills, that's important to me and I think it is important to them. I think it should be pointed out to them when you see them improve, encouragement should be shown to them.

She also mentioned that knowledge of activities, mental and physical growth, emotional understanding, ability to accept criticism, and ability to get along with others are important for progress.

Jean believes that she is a good teacher. She would like to be more successful in teaching activities in which she does not feel strongly qualified. Such activities were not emphasized in physical education during her undergraduate years. Jean does find books to be helpful. She is interested in improving herself by taking more courses in

certain activities. For example, she expressed the need to improve her competence in several lifetime activities which are likely to be added in the near future. Jean indicated with certainty that she would take some workshops or available courses when that time comes.

In discussing what she has already done in past years to improve, Jean mentioned that she has the master's degree plus 30 credits. She goes to workshops, takes professional days off to attend conventions and workshops, subscribes to professional journals, and keeps her professional library up to date with books. She does not hesitate to order a book that looks interesting.

Jean is also not hesitant to borrow equipment that her school does not have from professional friends. An example of this occurred when she taught at the elementary level and she first saw a parachute used in a demonstration. A friend in another community loaned a parachute to Jean and she used it in her program. "I had my principal watch. He was enthralled and got the P.T.A. to order one the next day." Jean feels fortunate to have many professionals who help one another out and share regularly things like record albums.

She has occasionally observed other programs, but sometimes could not implement what was learned due to differences in facilities and equipment. Jean frequently

has come back from workshops and tried out new ideas with her students.

In response to a general question, Jean said that she did not perceive herself as different from most other physical education teachers. She was asked specifically if it was fair to generalize that she perceived herself different from most male teachers. Her interesting comments follow:

That's fair. You could say. A generalization only. I'm not biased, believe me....Before classes became integrated by sex, too many men had the attitude that the boys don't want to be bothered with learning skills. The boys will rebel against it, so we'll just go out and play games. They figure that the boys have already acquired skills through Little League or Pop Warner or youth hockey, and in some ways they are right. Some of the boys do come in with a little more skill, but there is no reason that those boys cannot progress further up and do more advanced work while other kids are getting caught up. But I think that's the general attitude. I think if the boys are made to understand that they will get skills before they participate in games, then there is not going to be a problem.

In comparing herself now to what she was like when she first started teaching, Jean talked primarily about increased maturity. She feels that with more teaching experience one is less likely "to jump the gun" in handling situations. More patience is evidenced with experience, but Jean also thinks that the changes in society have been a factor.

Today you really have to get a little help from other areas when you have something not going well--something is wrong with a kiddo. Nine out of ten times there is a problem at home and I think that you really need to be a lot more compassionate.

Jean consults with the guidance staff in some situations.

Perceptions of teaching realities. Concerns about students' problems were also discussed in relation to the satisfactions of teaching. Jean likes to see students succeed at something and have a smile on their faces. "If they can come into my class, work hard, learn something that will help them to succeed, and leave with a smile on their face, then I think that makes me happy."

Jean has taught in her present junior high school position for six years. She coached junior varsity field hockey for one year. Jean stopped coaching so that she could officiate regularly. Officiating was more appealing to her than coaching since she could control her own time more by officiating and it involved less responsibility.

Jean changed to junior high teaching as soon as the opportunity presented itself. Her first love was always junior high. She reasoned, however, she could be satisfied with a kindergarten through eighth grade position if she had to. She would not want solely elementary teaching because her experience involved traveling among several schools and seeing the students only once a week. She did

not feel able to offer her students the best that she could under such circumstances and she disliked not having the opportunity to get to know her students on a personal level.

There are definitely dissatisfying aspects of the present job for Jean. Lack of leadership by the administration in physical education is blamed for many problems. Jean feels that frustrations due to poor scheduling and facility utilization could be eradicated with good leadership. Unnecessarily large classes scheduled into the smaller spaces were singled out as the most frustrating point. Better scheduling could rectify the class size and facility problems. But the Athletics and Physical Education Director is a varsity coach who she feels does not care about physical education.

Jean believes that it depends on the particular individual whether or not the role conflict of being a teacher and coach detracts from teaching. Some of the men in her department do not allow the role conflict problems to severely affect their teaching. She does, however, think that it is a bigger problem with men than with women.

Jean described women teacher/coaches as more conscientious in general. She feels that her earlier coaching absolutely did not affect her teaching. When asked if she thought that the situation might change as

women's sports received more emphasis, Jean responded that there would be much more pressure on women. She believes that women coaches will definitely continue to care about their teaching.

In discussing motivation and discipline of students, Jean emphasized the importance of establishing rules and regulations early and being consistent thereafter. She noted that there is consistency with regard to rules among the teaching staff. They do not have many discipline problems and handle almost all of those by themselves.

Reflections on persistence. Jean feels that taking the summers off for the last ten years and "doing nothing" has definitely been helpful with regard to getting away from her job. She taught swimming and worked at camps in earlier summers but believes that "unless you are really the breadwinner and need the extra salary" that it is better to do something totally different. She passes up opportunities to officiate in the summer because "otherwise, you get too stale."

Jean stays in teaching because she likes it. She has no thoughts about seeking another position.

With regard to what she enjoys most about teaching, she mentioned that the benefits of the working hours, vacations, and the summers off are all nice. She likes the students, enjoys being with them, and seeing them

succeed at something. It was also noted that the job keeps her pretty active.

Jean feels that improved supervision in the first few years of teaching would aid in having more teachers stay involved with doing a good job of teaching. She thinks "that the biggest problem is that young teachers are not supervised--a supervisor should say either shape up or you are out." Jean believes that principals do not get around enough to observe and are not usually qualified to evaluate the quality of teaching observed.

Whereas, an administrator in your department should know what is going on and if he or she did their job you would have less of this leaning against the wall, sitting in an office, and talking on a telephone while the kids are suffering. I'm sure this doesn't just happen in our school system.

Jean does not feel that it is beyond the capability of teacher preparation to turn out teachers who will persist as good teachers. One way that teacher preparation achieves this is through helping students to realize by the sophomore or junior year that teaching is not for them. Students should have direct experience in teaching children every year.

Jean was asked why she is still willing to try new things.

Well, I think you have to keep up with the changing times. You certainly wouldn't expect me to teach my kids how to play basketball by the old rules. For example, I had to go out and learn disco dancing from the kids first. Either I'm going to do something well or I'm not going to do it. That's just me. Same way when I do things around the home.

Discussing the role of her personal qualities in relation to her persistence, Jean offered the following ideas:

I think that each person is an individual. I think you have to care, take time to get things done. You care about things and get things done, and I'm talking about getting prepared to teach a class and then teaching it. I think that some of that you've got from your background.

Investigator's notations. Jean was observed teaching basketball to boys and gymnastics to girls. While her classes were "business-like" to an extent, the atmosphere was pleasant. Students were encouraged to work on improving their skills. Jean gave a great deal of specific individual feedback in a positive manner to students. Her teaching was characterized by movement as well as verbal activity.

In basketball, the skill drills provided a high degree of student involvement at all times. Jean used many balls and divided the class into small groups. Students were motivated as each was challenged at his level. Half-court games were played late in the period with three boys on a team and everyone participating. Jean was pleased by the boys' willing concentration during the skill drills.

The gymnastics classes were organized and adjusted to promote safety. Jean was highly observant of the entire class. She repeatedly intervened in situations which the investigator also noticed should receive special attention.

Jean's individual interactions with students were timely, technically sound, and considerate of each girl's orientation to risk-taking. This was particularly apparent during student work on the balance beam and in vaulting. The investigator repeatedly noted Jean's sensitivity to personality differences in students as she worked seriously toward skill-related goals.

Friction between Jean and a male teacher surfaced between two morning classes. His attitude toward teaching was obviously poor. Jean reported that he did not take teaching seriously and frequently worked on coaching related matters during his classes. Later, the investigator noticed that teacher reading the paper in his office and talking on the telephone during his classes.

During the interview, Jean reflected more early awareness of the tape recorder than did any of the other subjects. She became increasingly relaxed and more thorough in responding to questions.

Walt

Introduction. Walt is a 37-year-old male who weighs 185 pounds and is five feet ten inches in height. He was educated in Massachusetts and has earned a master's degree plus 30 credits. Walt has taught for 15 years.

Walt taught in a high school situation for one year. He next taught in a junior high/elementary school position for two years where he continued to coach three high school

sports. Teaching responsibilities were at the elementary school two days and at the junior high school for three days a week. Following that, Walt taught junior high school for five years while continuing to coach three high school sports. The next year he was the Director of Physical Education and Athletics for the school system. After one year, he returned to junior high teaching and has remained at the present school for the past six years.

He currently teaches in a junior high school and is an assistant coach in two sports at a high school in metropolitan Boston. He is also a wrestling official. Walt sees his students in grades six, seven, and eight for three consecutive days of every six school days. The average size of a class is between 25 and 30.

The outdoor teaching stations are adequate, although not expansive. The gymnasium is relatively old but is well maintained. A wooden divider is often used to partition the gym at its middle. The teaching staff of Walt's school is comprised of a full-time male and female and a half-time male and female instructor. Approximately one-fourth of the physical education classes are coeducational.

Initial career decision. Walt began thinking quite seriously about being a physical education teacher when he first had a "gym" teacher during the eighth grade. The facilities were not very good but he thought the physical

education teacher was excellent. It was more the man than physical education, per se, which particularly impressed him. Walt played three sports and the physical education teacher either coached them or assisted occasionally in them. Although accepted at Harvard and several other notable colleges, Walt attended a college which was strong in physical education and to which his favorite teacher/coach was then moving as a coach. Walt did not finally confirm his decision for a physical education career until his senior year in college.

He was not a great athlete but could do and enjoyed any activity. As a child, Walt did other things, such as piano playing. But he was always active in sports of some form during his spare time. Facilities were not readily available but he loved the activity.

Walt would not identify a single main factor in his career decision. He felt that the combination of his love for activities and the influence of the teacher/coach were both instrumental.

Undergraduate preparation. Walt has great respect for the college at which he received his undergraduate preparation. His preparation was outstanding in the skills and technique area. It was the "atmosphere, the air about the place that probably impressed" him more than anything else. He felt that everyone was a part of everything and

took pride in willingly doing things that would now be considered conservative.

Walt feels that professional preparation gave him a variety of skills which are useful now but that "there was little other than that" which has impacted on his present teaching. He did not get as much out of the seminars held in conjunction with student teaching experiences as he feels he would now. He did not talk much since "number one, the teacher preparation experience was 90% gone and it was the senior year."

Walt participated in student teaching in the school system in which he was initially, and is presently, employed. As a result, he "had a pretty good idea of what high school was like."

Early years of teaching. Walt reported that he experienced no reality shock or difficulty with physical education teaching in his first year of employment at a high school. Half of his teaching was in biology.

I had done no student teaching in biology, which was my minor, so I had to work a little harder at that. I had three different classes and levels of biology preparations and yet, I felt at home right away in the gym. I think the physical education part was what kept me from going a little stir crazy.

In spite of his comfort with physical education teaching, Walt indicated that he had made some adjustments in his teaching every year. During his first year of

teaching he made only minor changes since he was teaching with another physical education teacher who had "been there for a great number of years."

And I think, quite naturally, when you go in you just do what he does. Not word for word, but basically your programs are the same. I wasn't going to come in and turn things around. Being a first year teacher with a guy that had been there for many years, it was difficult to make significant changes.

With the exception of the year as the system's physical education director, Walt's job changes happened in the reorganization of grades and schools within the system. He did not make the changes in order to locate a different situation, except for the directorship. He applied at the last minute and had the job "before I knew what happened."

As director, he worked in a building where the majority of people were 15 to 20 years older. He could not coach and, although scheduled to teach one period per week, rarely got to work directly with students because of meetings and other responsibilities. Walt was excited about the job initially but soon found himself wondering why he was there. He was not happy and did not look forward to going to work.

I hated to come in, carrying a briefcase, wondering what the phone calls will be like today. So, I went to the assistant superintendent and said I would really prefer to go back into the classroom. Since then, I've heard of others, even superintendents, that go back into the classroom. I think teaching is really a--I just think that if you really enjoy teaching--really enjoy working with kids--there just isn't anything that can take its place. I've never regretted the decision to come back. Never.

Walt was asked to pinpoint the main reason for returning to teaching.

Kids--period! I wouldn't say it's the coaching or the teaching. It's just to get back in contact with the kids. Money never entered the picture. As far as prestige, I've learned that prestige is in somebody else's eye really.

Perceptions of self. Walt described himself as a "pretty good teacher." He questions what he has done at times but is basically confident and feels that he does a good job.

Success as a teacher was largely attributed to the teachers to whom he has been exposed or with whom he has taught.

I've worked with some excellent people. In early years, I was imitating almost exclusively, which was bad and something that I got over. But, I'd mimic them for a certain period of time. Over the years, I think I have held something from each of these people that has made me a better person.... Everybody has strengths and weaknesses, but I've been extremely fortunate to have had some excellent models in situations to look at. You try to pick up the strengths and find your weakness in them and eliminate it. I think that's the biggest thing-- I've been exceptionally lucky in people I've worked with.

Walt was asked what he is really trying to accomplish in teaching. He said that he looks "for a smile on the kid's face." That is not too hard to observe since he feels that 90% of the students identify positively with what is done in physical education. Walt feels that he has done his job if he can see a smile on the face of every student at some time.

I think we're trying to offer--not the athletics-- a pasttime that is enjoyable and healthful and important to overall development. Sometimes we get a little carried away with rules, interpretations, and particularly with skills and we lose track of the fact that for a kid to do something physical he has to enjoy doing it. The most important thing I try to accomplish is enjoyment--to make my activity fun for everybody.

Concerns about emphasizing skills in teaching were elaborated by Walt in discussing the kinds of student progress which he looks for. He began by noting that he does not grade on skills.

I don't believe in grades to be honest. I don't push skill because I don't think you can--but they can push skill. If I can interest them in something that they really enjoy, then they are going to do it on their own and that is where learning takes place. It doesn't take place three times a week in gym class.

The latter point is related to the effects that Walt looks to see as a result of his teaching.

I'd like to take a tour of my kids' houses to see what kind of equipment they have and whether it is used. That would be how I would like myself evaluated, not how well a kid can shoot a basket in gym class. I think too much credit is given to coaches and teachers about developing an athlete.

Walt identified two challenges for physical education teachers. One challenge is to find "something physical that a kid can identify with." The second challenge, which he said is probably harder to cope with, is to offer a good example of the benefits of fitness and activity so that students "can see the importance of physical education at a different stage in life."

To facilitate the students' choice among activities, the program varies from year to year. Walt tries to offer "as many different things as I can" and to stay away from the major team sports "as much as I can, because they have plenty of chance to do those." He feels that the junior high students will do most anything and that makes it easy to be successful.

I get a kid coming into the sixth grade to a different set-up of facilities and equipment and they love it. It's like a kid walking into the Boston Garden for the first time. They are in gym suits and there is a certain responsibility that they are on their own. Elementary school is more team-oriented. We get more into individual skill and yet don't separate them by skill level. I think it's basically that I've got what they are looking for. If I can present it to them in a halfway decent manner, I'm way ahead of a math or English teacher.

Walt thinks that the students come in generally well motivated.

He expressed concern that many people take advantage of that motivation and destroy it by spending too much time on skill drills and by frequently disrupting game play with instructions. Although Walt's preparation for skills teaching had made him feel quite competent, he prefers to emphasize "the activity itself" in his classes. He does not like to blow a whistle or otherwise stop a game. Walt never has liked whistles and intentionally does not take one to class. A number of expressions related to these concerns are excerpted below.

You can take the fun out of a game. After a while through repetition of playing a game they learn these little things that are called skill and understanding....That was my pet peeve with women teachers for years. They had that whistle in their mouth and I never saw anything more boring in my life than a field hockey game in junior high where they took about three steps and the teacher would say "Freeze! You're not marking this one and..." They never got to know what the game was about. Never. I like to go the other way around--do the whole thing and break it down from there, when you have to. Some kids there is no sense in breaking it down that far now....And, there are other kids, this is the time to do it...and there are others that pick things up in intramurals, interscholastics or activities away from school. I like to present the whole package and break it down a little bit at a time.

Walt was asked if he would do more with skills if the students had physical education five times a week. They currently have it three consecutive days in every six day cycle. Walt likes that schedule since the continuity is better than having the students every other day.

I'd do a little more with skill. I might. But I might just increase the offerings too. I have a strange feeling that I might just up the offerings, but I really don't know.

Walt thinks that he has changed from his early years of teaching so that he is now less of a disciplinarian in terms of "the by the numbers type of thing." At the start of his career he established himself as concerned with discipline. He is now "easier going" and more flexible.

I can react in more different ways now than I could then. For the first few years certain things hit you one way. You haven't yet experienced enough to be able to react other than that one way you've been trained to do or brought up to do. But, after a while, teaching experience begins to take over from your experiences as a child of growing up or in school or whatever. I'm much more comfortable with kids--can go up and down depending on the situation. I'm more flexible, more aware of myself and my reaction to a situation. My enthusiasm is not any less now.

In addition to learning from experience, Walt has occasionally taken courses to improve himself as a teacher. If he sees a course which really interests him, he takes advantage of the opportunity. He will take courses about something new or on a particular topic about which he has been thinking.

Two settings in his region are advantageous for in-service development. Once in a while Walt goes to the school for exceptional children "to try to get back into the problems of a special type." The other resource is utilized for information more applicable to coaching than to teaching. The local hospital hosts excellent seminars on athletic training on a sport-by-sport basis.

Walt frequently attended workshops for teachers early in his career. That activity gradually decreased to the point that he now attends very few workshops. Workshops no longer appeal to him since "they are usually too rehearsed, too planned, and don't really come to a point." Walt concluded that workshops and state conferences are not very beneficial to him.

He has observed teachers at other schools but not as frequently as he would like. Seeing other teachers was a stimulus for him to change the manner in which he conducts exercises and warm-up activities at the beginning of class.

I felt very comfortable lining students up and doing it the old way. Especially as a first year teacher, I had them right where I wanted them--lined up, dress right dress--and I felt good about it. Then I went and saw a few other people's classes and realized that this was ridiculous. I saw other people doing it differently. But, the traditional way was the way the other teacher I started with did it--and when in Rome, do as the Romans. But, after a few years I saw others and, you know, I just liked it.

Walt now begins class by having students warm up with exercises at their own pace and in random formation. He does it in such a way to save time and to diminish the attitude that it is a ritual which must be endured to get on to what the students really want to do. Walt feels that student attitude toward exercise has changed so that more energy is exerted in less time.

It doesn't become a drudgery this way. They never know how much time we'll spend on an exercise. Once in a great while I'll spend the entire period on it without telling them in advance. Before they know it, they've done 45 minutes and they say, "Oh, it wasn't all that bad." Their attitude is different. It is better this way.

Perceptions of teaching realities. Walt handles the business of uniform in a manner which reduces the amount of time needed to keep up with it. There is no school policy which requires students to wear a uniform, but a uniform is available. Walt does not devote much time to

checking on them each day and does not consider the uniform in grading. He tells students that he expects them to be dressed in a T-shirt, shorts, white socks, and sneakers. Walt expresses to the students his concern that they not wear the same clothes in which they came to school. He tries to show them the advantage of the uniform and reports that more than 90% of the students wear a gym suit regularly. If a student really cannot afford a uniform, he gives them one. Walt feels that it is not "worth the hassle to press students" about daily attire.

Walt conducted an experimental class last year to try to help the most poorly skilled and poorly fit individuals to have a more positive and effective physical education experience. He taught those students as a special group last year and has integrated them back into the regular program this year. He feels quite satisfied that he has helped them.

That I feel great over. Their skill level is not all that good, because we just do not have enough hours a day to increase it measurably. But, just the different way they react in class now. They don't try to get out by forgetting to bring gym clothes or by bringing notes from home. They are really an integral part of the class now and doing the best they can. That to me is what I look for.

The most gratifying aspect of being a physical educator for Walt is "simply that it is me." He is comfortable and secure in what he is doing. It does not feel like it is just a job to go to. The key thing to

Walt is that he does not "have to act the part or do anything in an unnatural way."

Probably the most dissatisfying part of teaching to Walt is that "no matter how hard you try, you cannot reach everybody." He thinks that as time passes "you learn to accept that but it doesn't make it any easier to accept." Walt partially judges whether or not he has "reached" a student by how the student interacts with him when they see each other four to ten years later. More immediately, he also questions his approach to students who show signs of discontentment. He also realizes that some students appear to go through the program smoothly for a half a year to two years "and then somehow something isn't right."

Like the kid I was telling you about who was dressing in the locker early this fall. He went through the whole year here last year. To see this happen made me wonder--what did I do? How did I miss this for a year? We try to get them used to the idea that it is natural for men to take showers in full view of other men. This kid is in the seventh grade and was having that kind of problem. That bothered me-- I mean I was up two or three nights worrying about it. Of course you start to rationalize that...but, something obviously got missed in the confusion. It really concerned me and I had to really work on it with him for about three weeks.

Walt elaborated further on his concerns about reaching disaffected students. He referred to a student who was in street clothes in a class that morning.

He's a kid that I just have not been able to reach and the temptation is there to forget it. You're doing a good job with the majority. Why worry about the minority? The challenge is that you've got to concern yourself, especially since 90% of kids I don't even have to worry much about because they like it and can do fairly well. But it is the other kids that you have to force yourself for. It is very easy to take over and forget about the kids, especially if you participate in a game with the kids. In some instances, I participate with them and take certain kids with me for a reason--to help them out. I don't want them to get put down in a game situation. It's very easy to overlook these kids and I don't think there would be any grief over it. Their parents are the ones who would say, "He just doesn't enjoy gym." They are perfectly willing to let it go at that so you have to be very careful of that. You would really never get criticized for it. Nobody would expect you to do much about it. And yet, you get more satisfaction out of those kids--just that one time--than from kids you have regular successes with.

In discussing aspects which make it difficult to do a good job, Walt first noted the factors which do not hamper his performance. He is pleased with the facilities. Administrative support is adequate "because they don't bother me--they have confidence in what I do." The physical educators do not have "big problems" and do not send students to the office or ask for assistance in discipline.

A most difficult aspect is "that you are doing the same thing year after year." Walt varies his program and changes his approach within it.

But still, every year you have to do basketball because you are trying to help out the intramural program. Certain things become so repetitious that it is tough to start over again. I think the hardest thing is staying enthusiastic about things that you've been doing for many years, and yet these

kids have never done before--or at least not at this level....That's another reason why I don't like to spend a lot of time on basketball, football, and soccer. And yet, I have to spend some time on them because of programs that are offered to kids and, secondly, there are benefits to them that will help in a different area.

Another consideration which Walt deals with affects his attitude regarding the use of lesson plans. He does not believe in lesson plans since every student and every class is different. Walt makes up "lesson notes" after class has ended so that he can keep up with what has been done. He looks back at previous lesson notes to refresh his memory of "what I actually did rather than what I planned."

Walt was asked about the possible effects that being a coach might have on teaching performance.

I honestly believe that it has become very difficult being a head coach, which I have been, not to be affected adversely. Because of the pressure--which granted is mostly put on you by yourself--just the fact that you are in front of people--in football especially, probably the biggest money-maker athletically. There is a lot of pressure so it is very difficult to do well the teaching job that you are paid for. It has become increasingly difficult to do the two, especially if you are the head varsity high school coach. That's why I like being an assistant coach. I still spend time and still worry a little bit, but I can still do my teaching without being distracted at all. But, I did feel it as a head coach. It definitely affects some people though as assistant coaches.

When probed about the possible advantage of coaching and teaching at different schools, Walt agreed that there is an advantage in terms of less temptation to allow

coaching to affect the teaching. He did note, however, that there are benefits to coaching when teaching at the same school. Knowing the background of a student and what goes on in his school day has advantages over having "many kids that are new to you and you know nothing about."

Reflections on persistence. For the past four years, Walt has felt a need to spend some time away from students in the summer and to have more time with his wife and children since he does not get enough of that due to coaching.

I didn't feel a need to get away when I started, but as you get a bit older and with three sports--it tends to burn you out a little bit. My feeling has always been that I don't want to get to the point where I don't want to be here because then it's over. It is good to get away and renew yourself, but I think the family has a lot to do with it too. The kids' needs are more obvious to me now and we can do things, like going away, as a family since they are bigger.

Walt does not perceive himself as much different from the "typical physical education teacher." He considers most of the teachers he has observed to be good teachers. Having been physical education director for the system gave him the opportunity to see teachers in a variety of situations. He learned from many of them. After watching them over a period of time, he began "to respect people that I didn't respect as much before." This is exemplified in the way that he views the teachers he now works with. He respects their teaching and believes that they get the same job done in different ways.

Walt sometimes has three or four student teachers in a year. This can make him feel cheated since he does not like giving up his classes. Fortunately, he has had mostly good student teachers. Occasionally there is one for whom he is less pleased to give up his classes.

Walt conjectures that he would have been less disappointed with his education if he had waited until he taught for five years before doing graduate study. He thinks that five years of teaching experience would be a good prerequisite for the master's degree. It bothers him that teachers can have a master's degree in something that they have never taught.

But you get locked into a system, you go ahead and get the master's to get the next pay--then master's plus 30. It is nobody's fault. It's just the way things are set up....Oh, would I have loved to have taken a year off after five years and gone back and talk, really talk, with people who have been there. Let the professor set the course of the seminar and control the attitude--but let us talk and compare what happened.

Walt believes that everyone has something to contribute to professional discussions. He has gotten a great deal out of talking with the student teaching supervisors from colleges, sometimes exchanging ideas for an hour or two at a time after school. Even when they do not agree, he enjoys the talks and wishes that there were more of them. Walt thinks that it "would be such a help to everybody" if a year-long opportunity for people to compare experiences and ideas was provided, perhaps even required.

Other in-service conditions which might keep teachers vitally involved were discussed, e.g., the director of physical education being understanding and "not domineering;" and teachers being allowed leeway in following the system curriculum guide. Supervisory flexibility and excellent facilities were two reasons cited for teachers not leaving teaching due to dissatisfaction. Walt thinks that it helps the teacher's attitudes if administrators and supervisors "let people be themselves as teachers." Praise and appreciation from administrators are not highly important to Walt. He reported that "what I get from the kids keeps me going more than anything I could ever get from anyone else."

The role of teacher preparation in producing distinctive teachers is viewed as difficult to assess by Walt. This is because he believes that most of "the qualities that matter" have largely been developed, or not, by that time. He does think it would help if "they could get out--away from basic courses as soon as possible."

Walt thinks that students should be exposed to teaching situations beginning in the freshman year. He senses that problems caused by students realizing, when it is impractical to change majors, that teaching is not for them should be alleviated. Students should observe for a day in at least six different schools in the freshman year.

In recapitulating what is significant to Walt regarding continuing in teaching, he referred to seeing former students doing activities.

It might be at YMCA or a racquetball club. I see somebody that I remember from junior high teaching or high school coaching now using something that they got an inkling of from me. I saw a guy the other day who I had to really work with to get him to participate. Now he is completely different and very active. I love to see that. It really keeps me going. It's seeing kids ten years from now and having them talk to me just as naturally and as pleasantly as you could ever expect....There's things that impress you at the moment like a kid in gym class smiling for the first time at actually getting the ball over the net, or a blind kid serving it over the net and the kids cheering him on. Those things, but they fade because they happen a lot....I couldn't stand my best high school teacher because I didn't understand what she was giving to me. I wasn't ready to understand it. She was an English teacher, but three years later I appreciated her. I respect that woman now more than anyone I've ever known, but I never did when I had her....A lot of those things are long-term that you can't expect to be measured right away. Seeing them at a bowling alley, a swimming pool, or YMCA doing what I tried to give them an experience in way back in junior high school, I think that is what keeps me going more than anything. I really do.

Investigator's notations. Walt was observed teaching boys in the second half of a volleyball unit. The warm-up activity was brief and vigorous. When Walt announced that they would play his adaptation of "rotation volleyball" (using three nets) the next day, students showed exuberant anticipation.

Walt and the students effectively included a boy who was legally blind in the volleyball games. Cooperation within all teams was impressive throughout the day. Walt

stopped the games occasionally for brief instructions; however, this was usually accomplished between games or during changes of servers. Every aspect of the day was positive and encouraging.

Martha

Introduction. Martha is a 54-year-old female who weighs 140 pounds and is five feet seven inches tall. All of her education was completed in Massachusetts. She has a bachelor's degree in physical education. Martha has 22 years of teaching experience.

Martha taught at a private junior college for girls in New Hampshire for four years. She left the college job and moved to her present community in Massachusetts around 1950. After having three children in seven years, she taught grades one through nine for one year in a nearby community. She had one more baby and returned to teaching when her fourth child was two years old. Martha has stayed with that school system for 19 years. She has taught primarily junior high school, some elementary school, and a little high school physical education. At times, her teaching responsibilities crossed two different school levels.

She currently teaches junior high school and coaches the high school women's tennis team. Martha is the head of the physical education department in her school. Students in grades seven through nine attend physical education three days in every six day cycle. The class size ranges from 15 to 35.

Indoor facilities at the junior high are excellent and modern. Outdoor facilities are adequate. The physical education staff is comprised of four teachers. There is a full-time male and a full-time female. The other male and female are each on 80% time. Approximately one-fourth of Martha's class periods are coeducational.

Initial career decision. Martha decided on a physical education teaching career during her high school years in a private school for girls. She graduated at age 16. None of her high school teachers influenced her decision "because they were all older personnel." Her high school classes were extremely large and the program was fairly limited. Martha surmised that it was probably from going to summer camp that she liked activities and saw the potential to teach in an area where she could "do something to be active." She also felt that there was a need for teachers.

Undergraduate preparation. Martha graduated with an undergraduate degree at age 20 from a reputable physical education program. She primarily recalls that the preparation in most activities was good. She also remembers that there was considerable emphasis placed on health and scientific courses in the program.

Early years of teaching. Martha graduated from college in April; she served as a regular substitute teacher in Boston until the end of school in June. She taught in a high school two days a week and in a school with grades seven through twelve three days a week.

I really had my eyes opened as far as public school teaching. At that time, a lot of veterans came back from the war and were in high school. They were a lot older than I was. That awakened me. Then I had this opportunity to teach at a private junior college for girls and I thought, well, I like skiing and tennis, and I had had my little taste of high school, so I said this is it.

She was still younger than many of the junior college students when she began her first full year of teaching at age 20. Martha reported that she had no discipline problems in junior college teaching and did not have to adjust nearly as much in her teaching there as she did in public schools. A teacher at her junior college helped her in tennis which was the only activity in which she felt some lack of preparation. Martha believes that she adjusted fairly well considering that the girls attending the college came from a good physical education background and were fairly wealthy. The first year was quite interesting.

After being out of teaching for seven years while starting a family, Martha returned to public school teaching (grades one through nine) in a fairly poor coastal area of Massachusetts.

It was so different that I had a terrible time adjusting. I was alright with elementary, but I was teaching health and guidance-type things to the higher grades and I was weak in those areas. I had been out of it enough years so that to get down to their level again after having worked in college was difficult. That one year in that school district was a real learning year for me and discipline was very, very difficult. No teacher stays there more than a year or so. It is very hard.

Perceptions of self. Martha feels that she is a successful teacher most of the time. She makes that judgment on the basis of what she feels is accomplished through her classes, particularly with regard to learning skills and using them outside of school.

Martha would like to be more successful in having "more cooperation from the girls." She feels that the difficulty is considerably due to "the times, but they are swinging back." Prior teaching in the community, for many years, led Martha to believe that the family "is not behind" many of the sisters and brothers whom she sees as problem students.

The goals Martha tries to achieve in her teaching center around enjoyment of the activities. She wants the girls to feel comfortable in activities and to "pick up a few skills that they can use in lifetime activities" after they get out of school. The fact that girls come out for activities in the evening recreation program is an encouraging sign to Martha.

She tells her students that junior high is where skills receive concentration and that they will get more playing time through the intramural program and in high school physical education. Most of an activity unit in Martha's classes is devoted to skills work with lead-up games played late in the unit. She does not work as long on skills in soccer because "they get it outside of school a lot now. I do (skills) in field hockey because I have to."

Martha feels that if students do not learn skills in junior high school, then they will not get them at all. The high school program of physical education is coeducational and is elective in the junior and senior years. The elementary schools have insufficient physical education staffing. Elementary students generally have physical education only once a week.

When asked to pinpoint one thing as most important to accomplish, Martha discussed her desire to see "respect for the other girl that isn't as skilled." She wants all of the students to work together and to refrain from picking on the girls who are not as popular or skillful. Expressing these goals, led Martha again to her ideas of wanting the girls to be "comfortable" in activity situations.

I think it is pretty good except for that one class. In other classes the kids realize that some of the girls are not as good and the girls are pretty good with them so they feel comfortable and don't feel--because a lot of them didn't like it in elementary school because it is all coed now

in elementary and this is really the only time--so that if I can feel comfortable here where they have it separate from the boys, then they'll be better off in high school, because they have physical education five days a week in high school and it is almost all coeducational.

In describing herself as a teacher, Martha elaborated on her initial comment of, "Well, partially I'm strict."

I like to see them obey, toe the mark, come here to do business, then we can have a good time. I still, I think, have enough rapport with them that we--you know--I get along with them--humor. But possibly I'm getting a little stricter maybe than I was three or four years ago--for the simple reason that I feel that the kids are coming along not as well disciplined at home. I've been here long enough to see the change.

Martha noted in subsequent conversation that, after they are in high school, students report back to her that she was "not so strict after all."

Martha indicated that she thinks she fits the definition of a distinctive teacher used in this study, "or I wouldn't have stayed in it as long as I have." She has not had to teach for financial reasons. By staying with the young people through teaching, Martha feels that she has remained a little younger in outlook on life and has avoided the "rut that I would have gotten in by staying at home."

When asked if she considered herself to be different from other physical education teachers, Martha responded as follows:

I don't think of myself as a physical education teacher. People have a stereotype. I have considered myself--in my dress and so forth-- that I possibly dress more feminine than a lot of physical education teachers that I meet at conventions. Now that I look at some of the young girls, it makes me sort of down in the dumps that they dress so mannish--their appearance and talk and mannerisms.

Martha feels that her ways of teaching have changed a great deal over the years. In looking at her lesson plan books, she reports doing different things each year. Something different is learned each year and adjustments are made. Martha believes that she can see "where I can improve."

Another reason for the changes is to keep from getting in a "rut" and losing interest. Since classes involve the same activity all week, Martha "changes it some to keep my sanity." She regularly uses different approaches to organizing activities.

I change it even daily. I mean, I may let them choose groups, or have them count off, or assign teams myself. Other things I change also. You can feel the atmosphere of a class and know how you should do it....I think I've been quite innovative in that I'll go in and decide--if something isn't going right I'll change it.

Martha has capitalized on several resources for different ideas to utilize in teaching. She has attended nearly all of the workshops available at her level of teaching. Her active involvement in the state professional organization has been helpful. This entailed both meetings

and association with "some of the top people in the country." She has also "kept up on things" by learning from student teachers. Several university supervisors have required their student teachers to "bring in one new thing to try out."

Perceptions of teaching realities. The most satisfying aspect of being a physical education teacher to Martha is "knowing that she has accomplished something."

That they are developing skills that they can use later in life. That I've been a part of their education, and probably instilled in some of them the activities that they do in their leisure.

She also emphasized the satisfaction of "seeing that they enjoy themselves and have a good time." It was noted that "a lot of kids go on to private school, and they usually are our good athletes."

Martha's discussion of the dissatisfying aspects centered around discipline.

Having disobedient kids. Possibly because I had only one problem in my first four years of teaching. But, one or two bad classes in a week now isn't bad and you have to forget it when you go home....Back when I taught in elementary school, kids were entirely different from today and so you had to treat them differently. The community has grown, we didn't have the housing developments then that are here now.

Although she has enjoyed the junior high level, Martha described it as the hardest level at which to teach.

When asked about what makes it difficult to do a good job, Martha responded "nothing particularly." She indicated that the indoor facilities are excellent and the outdoor fields are good but could use more grass. Administration has been supportive and cooperative. Martha has gotten equipment that she has wanted over the years.

In subsequent discussions, a few difficult aspects of teaching were noted. Certain classes are considered to be a little too large for some activities. Martha reported that it is "hard to work with a class of thirty-some girls in basketball and keep them all active." She uses modifications such as side-line basketball in the larger classes to keep everybody moving.

Another difficulty was mentioned on two different occasions. Coordinating the working together of girls with "no ability with girls that have more ability and to have them happy and enjoy it" was described as the hardest part of dealing with certain classes.

One class you saw was mostly level 1 and level 2. The class before that was level 1 and 3. They don't jell! If you get some level 2's in there, they do. One class in every year you get that 1 and 3. The ones are good athletes--good academically, but then you get the 3 levels and they can't do anything.

Martha does not feel that being both a teacher and coach has affected her teaching. She does feel that being a coach has a detrimental effect on the teaching of some men.

Reflections on persistence. Martha feels that "getting away" from teaching in the summer is probably important, but found that difficult to evaluate due to her particular experiences. First, the early portion of her career was disrupted by being out of teaching when her children were infants. Secondly, she has taught tennis for nearly twenty years during the summer in special teaching conditions.

It was more individual and quite different [from school teaching] working on a one-to-one basis. And the way I had it set up with the tennis court at my house, my younger children did not have to be displaced. I could teach right there with the children playing in the yard. I only did it for like three hours in the morning and then had the afternoons off. It brought in extra money for the youngsters so that I could pay to have them have other types of lessons and send them to summer camp.

Martha has stayed in teaching because she has "a good job and a good life."

I'm still able to teach and I've been very active in our state organization. I have a family that is most cooperative. I'm in two tennis clubs, run a bridge club and still do my housework and school work. If I was home I'd be stale.

Martha believes that her personal qualities and background prior to college had much to do with her continuing to be a good teacher. She has gradually changed over the years, becoming more competent, more outspoken, and more of a leader. She now is more likely to "say what's on my mind." Her college class was quite outstanding and she "chummed with the group but was not athletically at

the top." Martha described her college peers as domineering but noted that she has "since then possibly done more than they have" even though they were more outstanding in college. Martha has "kept the college class together over the years" as she has been secretary of the reunions and written up the newsletters.

Great concern about the effects of coeducational physical education on the persistence of women physical educators was expressed by Martha.

In public schools we are given these big classes, and all the girls I've talked with since things have gone coed--they are getting out. They do not like it! I have one good friend who says that in all her years of teaching--she just cannot cope with those boys. And she says she cannot wait to get out. And so, they are not making it any easier for us. They are making it harder. I think going to these coed classes is where they are killing the teachers. A lot of them are changing into guidance, and so forth, because they just don't like the coed classes. And I've seen the top ones go down from high school to elementary because they couldn't hack it. Two girls that I know who were former presidents of their state organization retired this year. They couldn't wait to get out because of the coed classes. Because, they were in it when it was--you know--good.

Martha acknowledged that one reason for her working at the junior high level is because she does not have to deal with many coeducational classes.

Martha indicated that she had not worked with any physical education teachers who did not try to do a good job in teaching.

I cannot say that I have met up with any bad physical education teachers. Of course, I was meeting the tops through the state organization. Anybody that is going to be active in the state organization is tops. So I really haven't. I think it's more prevalent among the men than the women--of throwing the ball out.

Martha was asked what could be done to increase the percentage of men teachers actively trying in their teaching? She believes that they follow along with what they see happening when they go into a situation.

If they see other men getting away with goofing off, then they are liable to do it to. A lot of it is the administration's fault....I think some administrators are reluctant to say anything to them because they are coaches. I have never known of any women physical education teachers, really, that haven't done their jobs.

Martha feels that pre-service teacher education should prepare students to have more realistic expectations regarding lesson plans which will succeed with public school students. More direct teaching was recommended. Martha also suggested that teacher preparation should attempt to insure that only students who "really like kids and care enough to do a good job become certified teachers."

Martha noted two groups of people who have been instrumental in helping her to continue in teaching. Her friends in the profession have helped her to change and her family has enhanced her professional involvement.

I've had a lot of friends that I've consulted with about what they've been doing. My college classmates in physical education have been friendly over the years and we go over what we are doing, new ideas, and so on. There's been a lot of changes over 30

years. I think I've stayed up with the changes. My family has been very supportive and not resentful of the time I've put into it. I've had an understanding husband and family that has allowed me to go off to conventions and do those kinds of things. I mean a lot of husbands don't.

Investigator's notations. Martha was observed teaching basketball to girls. Most classes were playing a modification, side-line basketball, intended to keep more students active than the regular game format. Each class period began with a conventional approach to warm-up exercises.

Martha was thoroughly attentive as she observed the activities. She intervened frequently by urging students to improve their team play and to assure that each student had ample opportunity to benefit from the activity.

Students received individual feedback and were generally enthusiastic in their participation. The ninth grade class, although primarily on-task in their behavior, exhibited less conformity to teacher expectations than did any other class observed in this research. Several of the ninth grade girls appeared determined to include social interactions and personal expressions in their activity.

Pam

Introduction. Pam is a 35-year-old female who weighs 140 pounds and is five feet eight inches tall. She was educated in Massachusetts. She has a bachelor's degree and has taught for 12 years.

Pam taught elementary school physical education in Massachusetts for three years. She next taught the same level in California as a result of her husband's employment circumstances. When they returned to the same town in Massachusetts a year later, Pam resumed teaching elementary school physical education in the same school system. The next year she took a newly created position in physical education at the "middle school" (grades six through eight then).

Pam currently teaches in a middle school and coaches junior varsity field hockey in high school. She sees her students in grades five through eight for physical education every other day. Her classes range in size from 20 to 28.

Indoor and outdoor facilities at the middle school are barely adequate. The physical education teaching staff is comprised of a male and a female full-time teacher. Coeducational physical education classes account for approximately a third of the school program.

Initial career decision. Pam did not decide on a physical education-teaching career until her sophomore year of college. Her initial intention to become an elementary classroom teacher changed when she realized that she did not want to "be indoors all of the time." Pam knew that she wanted to be with children and outdoors. The only profession which she could think of at that time which met both criteria was physical education teaching.

Other than the attractions of working with children and being outdoors, Pam did not recall any additional influences on her career decision. She had only one year of physical education in high school. While she enjoyed physical education, she did not particularly like the teacher (as a person). Pam does not feel that she tried to emulate her former physical educators.

Undergraduate preparation. The one thing which stood out most to Pam from her college years was that she put in many hours as an aide to instructors in a variety of activity classes. Those experiences were described as helpful "even though painful at the time." Pam reported that "you listen to instruction completely differently" when you have to teach it or help others in some way.

Student teaching entailed teaching three days a week and attending college classes two days a week. Pam had no field experience prior to student teaching. During her half a semester at a high school, she worked with a man who had both boys and girls in separate classes. After observing all day on the first day, she took over complete teaching responsibility on the second day.

I never saw him again until the end except that he always came back to the gym so that we went to the lunchroom together every day. I remember being out on the field and looking around, trying to figure out where he was watching me from and how I was being observed. Now, I realize that he wasn't watching me and I was not being observed.

Pam did not feel that she "learned a whole lot" from student teaching. She had no cooperating teacher at the elementary school during the other half of that semester. The college supervisor was "a good person" and Pam remembered favorably the helpfulness of the on-campus seminars with other student teachers and the supervisor.

Early years of teaching. Pam reported that her first year of teaching was difficult to remember. She "takes things pretty easily" and does not let them upset her too much. No "traumatic experiences" were recalled with the possible exception that she started out with no equipment. Since the elementary position was new, she made "a lot of bean bags and filled milk cartons with sand."

The characteristics of her first year of teaching which Pam considered to be important are portrayed in the following quotations.

I do remember that it was nice to know you had the backing of all the classroom teachers. They were really involved in what their kids were doing. It seems that things weren't geared as fast as they are now. There was time, or we made time, to know the kids and talk to each of their teachers about the kids who had a really good or really difficult day. Teachers seemed to care a lot. I guess they still do, but it's all completely different...Now I'm in a middle school and everybody has Johnny for less than an hour. If he is a bad actor, you can put up with him for that length of time, whereas when you had that child all day long--each teacher cared a lot about their students and if they [kids] had trouble it was really nice to be able to talk about them. I do remember that as an important part of the year--that a lot of teachers cared.

She had no intention of changing positions, but was talked into it by the male teacher at the middle school. They had worked together well when he previously taught elementary school physical education on a part-time basis. Her perceptions of middle school children at that time are interesting.

The thought of teaching middle school kids was so scary that I could have screamed. They were big. I was not team-oriented.

Pam felt that with elementary students she could do no wrong. She attributed that to the fact that "regardless of what you knew or said, you knew more than they did and they just loved the activity." After five years of teaching in elementary school, quite different circumstances were encountered in middle school.

The first year of middle school teaching was very traumatic. It was hell. I didn't know as much as the eighth grade girls about some sports. I wasn't ready to admit that then. That group of eighth grade girls put me over the coals the first year. I think I was intimidated by them. They were as large as me. It was not the happiest year, yet all except the eighth grade was enjoyable.

The eighth grade girls were described as a group of "super jocks--for girls." Pam's only athletic involvements in her schooling had been on a softball team and as a cheerleader in two sports. She worked constantly on most units during that first year to "try to stay ahead of" the eighth grade girls. Pam felt that since she had those

girls in elementary school they just thought of her as an elementary teacher. They felt that anything "other than actually playing a game was baby stuff."

Pam got over the "jitters" after that first year of middle school teaching. Classes in the first year had "run themselves," but Pam "ran the classes" from then on. She believes that being more comfortable with the activities "comes with time and experience." Pam said that she really loves it at the middle school now and could not imagine returning to elementary school teaching.

Perceptions of self. Pam described herself as a fairly structured teacher with regard to the year-round curriculum, but flexible within each day. She instructs students in skills and devotes more time to working on skills than to game playing.

Pam said that she is not "one of the people who comes in and does not smile from September to Christmas." It is her natural disposition to smile and she does so frequently.

She believes that there is a good amount of freedom in her classes. Her tolerance of students is reportedly excellent but she expects "real quiet when she has something to say."

Pam says that she is "very concerned with fairness" and tries to conduct classes so that students of all ability levels have an equal opportunity to utilize available equipment. She thinks that she makes the activities fun

so that students enjoy what they are doing. Although students' skill levels may not change much, Pam works toward changing their attitude toward their performance in activities. She also feels that "I am really on top of them to be kind and helpful."

Pam indicated that attitude is the most important type of student progress to her. She believes that "the things that will stay with them forever are things that go on inside their heads." With regard to this, Pam discussed something that is "a big hang-up" with her.

Students should be able to accept officiating. I really dislike intensely the way the average American is as a spectator. We are very poor sports. We blame everything on everyone except ourselves. I spend a lot of time putting across the point that officials are human and that they do run the game.

Pam believes that she is a successful teacher and that if she were not that she would not still be involved in teaching. She bases that opinion considerably on the attitude that students have toward her, toward activities, and the entire program. Her success is attributed to the ability to teach activities to students rather than merely to be able to perform them skillfully.

Why? Probably personality is the reason. I have had a lot of student teachers and I've noticed that you can be highly skilled and not be able to teach it. To be a teacher is not the same thing as to be a doer. I think maybe I am compassionate for the students who are poorly skilled because I was not an athlete.

The way in which Pam would like to be more successful is "to reach the kids that you can't reach." She discussed her desire to reach students who respond on anonymous questionnaires that "they hate sports." Pam noted that it is difficult to help the poorly skilled students sufficiently in a regular class. She thinks that it would help if "the system could be set up" so that those who are uncomfortable due to their poor skills could receive instruction in a separate class. Another, perhaps different, group which Pam would like to be more successful with was mentioned as follows.

It's the quiet little ones that just go through it doing what you ask them to do but hating every minute of it. Sometimes I think we are not even aware of those kids and that we are not really getting through to them.

Pam feels that she is more demanding of the students now than when she first began teaching. She does not believe that students "give any more thought" than they did ten years ago.

It used to be that students were taught respect for their elders at home and therefore automatically did things for you. Maybe that is why I feel that I expect more, because you have to expect more to get that same response.

Something which had not changed about Pam is that she still rebels against "the physical education image." She initiated the idea that she is probably not the "typical physical education instructor."

Maybe not so different from many of the newer teachers that are coming out, because it's no longer just the 'jocks' out there. You know, the man just gives all his time to the team and the woman is 45 or 50, short, grey hair, with a little suit on, never been married, the 'miss' of the school. It has changed some, but that was the image only eight or ten years ago....I guess I always felt different from that as I was married with four kids before I became a physical education major. My college sent out evaluations on you at the end of the junior and senior year. In my junior year my hair was cropped short like a typical P E teacher. In my senior year it had started to grow and I really got nailed for it on my evaluation. That really upset me. Since then, I have let it get longer and longer. No way will I have short hair while I teach physical education. When I stop I probably will but it will be a cold day in hell before I crop it off while I am teaching....The image itself is something I've always fought against. It's a very uncomfortable image. I do anything I can to break the image. It is changing with the times. I always felt that family was first and school was second.

A change in Pam's perspective on and involvement with coaching may be interesting to note. When she started teaching at the middle school, Pam advised the principal that her children "were still little and if I was going to come teach at his school he would have to understand that I would not stay after school for extracurricular duties." That was respected by the principal, but two years later Pam began conducting an intramural program. Following that, she started and coached the middle school interscholastic sports for girls. Now, her interests have changed again so that she has become "more selfish with my time" and is not quite as willing to stay after school.

Pam was asked how she first became involved with coaching since she had noted that it takes time away from the family.

Ten years ago, I would have told you that I would never coach anything, because I didn't believe in competition and didn't enjoy it. I probably hated field hockey more than anything when I was in college. Now, it is one of the most fun things I do all year long....I was doing intramurals only at the time. The high school field hockey coach had two hundred dollars to hire a freshman team coach. She promised to work with me. The day before she asked me, I had incurred an unexpected bill for a hundred and ninety dollars. There the money was, so I said alright. I learned a lot. I now pack more information into my field hockey unit in physical education than in any other.

Perceptions of teaching realities. Pam noted again that the "times have changed" in ways that affect students and teachers. She cited as an example having seen a student "swear fiercely" at an excellent and well-liked elementary school physical education teacher.

The teacher called the parents and told them what had been said. The parents' response was "Oh no, my kid never said that to you. My kid doesn't know those words." Parents just are not realistic.

Using the telephone is usually an effective way for Pam to handle discipline problems. Rather than passing it on to the principal or his assistant, she makes direct telephone contact with parents. She finds that most parents are receptive and appreciate her taking the time to call. Pam frequently has the student make the call and tell the parents what happened with her listening nearby.

Kids don't want to do that. They feel foolish and uncomfortable. It is very effective to have kids have to own up to their behavior themselves.

Pam reported that discipline is not a regular problem in her situation. She establishes her expectations the first week and is careful thereafter to "only say something that I will carry out." Boys were noted to be much more of a problem than are girls.

I don't remember the last time I sent a girl to the principal. When you have boys in class, you do have more discipline problems. We started coed basketball three days ago and I already feel the difference. I am spending more time disciplining than normal. With boys you don't have as much attention during explanations. It's just boys. It's not that they are bad. They are just restless.

Eighty-five percent of the middle school students are reported to be self-motivated. Pam thinks that motivation is not a problem in her classes because the students enjoy coming to class.

Maybe it's that we create a happy situation, a fun situation, even though there is learning. They may groan because they work on skills at the start of a unit. Most of our units are three weeks long with two weeks of skills and one week of game play. They ask if they have to do skills and drills for two weeks, then just go on and do it. But they are going to push you every time. I personally don't have any problem with motivation.

Pam feels that teaching is like being on a stage all day long and that if you "play the act right you can keep the kids with you." She reflected that in elementary school teaching "you had to be high all of the time." With middle school children she is able to be more realistic.

In a sense, you are always yourself, but you don't have to be an 'up' self in middle school. You are given the privilege of being a 'down' self sometimes. When you do that in elementary, kids say "Oh! So-and-so is ugly today," whereas, here they say "Uh oh, so-and-so doesn't feel well today," or "Hey, you guys, something is wrong." These kids understand. But, the energy level required to teach elementary--I look back and wonder where I got the energy to go-go-go all day long.

One of the rewarding aspects of teaching to Pam is to see children who are unsuccessful become successful. She also referred to watching a student change from "thinking they hate something in the sixth grade to participating in that same thing in intramurals by the eighth grade."

The most satisfying aspect of teaching was summarized as "seeing the development of children." Pam also noted her satisfaction in the growth of the total physical education program in the school district. That growth is exemplified in the change from elementary students having "gym" once a week to twice a week now. Middle school students now have physical education every other day rather than only twice every week.

The size of classes has also been reduced but the facilities remain a problem. The gymnasium is not really large enough for both classes during the indoor season. The outdoor fields are not large and are adjacent to the high school fields. This creates distractions and noise problems. Lack of equipment is seen as a minor difficulty. Pam noted that the old locker rooms do not affect teaching.

The kids don't mind. To them this is the best room in school whether it is the cruddiest room or not. This is a fun place. It is the before school hang-out for many.

Pam believes that her coaching duties do not affect her teaching. She sees them as two separate things. Coaching, in her opinion, does detract from teaching in other situations. This is particularly true where the teacher coaches more than one sport and winning is emphasized.

Aside from things which make it somewhat difficult to do a good job in teaching, Pam does not feel that her job is dissatisfying.

Not to me, because I wouldn't do it if it weren't satisfying. When it becomes something that I am not enjoying, then I will not stay here doing it because I would not give it my all. If I'm not going to give it my all, then it is not worth doing anymore.

Reflections on persistence. For about ten years, Pam conducted a summer swimming program for children of all school ages. She began taking the summers off this past year.

I pretty much decided that I've done enough of this if I'm going to work with kids during the school year. I'm going to continue taking the summers off for a long time. I'm not really sure how much it will help my persistence though. But I've reached a stage in my life when I feel I deserve that time off. If I'm going to stay in this profession and not be blessed with a lot of money, then the least I can do is have some time. We also just finally got our own home, so I want some time to do some things there.

Pam was asked what could be done to increase the number of vitally involved and persistent teachers. She feels that teachers need more backing. There needs to be more communication between the teacher and parents, teacher and principal, and between a teacher and other teachers. Pam noted that the "lines of communication get shut down" because everyone is involved "in their own thing." She definitely feels that communication is important and could help in some ways.

Relatively low salary is another deterrent to the continuity of good teachers in the profession. Pam feels that an increase in salary might entice some teachers to stay longer in teaching. If she had to support a family by herself, Pam would not be teaching now.

When asked what role teacher preparation might play in this, Pam said that many young people are opting for "money careers" rather than teaching. She feels, however, that people who have "always known that they wanted to try teaching are going to do it anyway." That strikes her as not bad since teacher preparation "needs to get people who are concerned about people."

Pam believes that the personal qualities which she possessed before college have a great deal to do with her success and persistence now.

I really like people and really love kids. I think you have to be people-oriented. I think it's that I had little kids early because I married young. To have any feeling in your teaching, you have to know a lot about kids and love them. But mostly it came natural. I always enjoyed working with kids....It was definitely already there. Some people just generate a warmth for kids and kids are comfortable with them. Kids come running up and greet you and are just enthusiastic....Maybe that is because you have done it to them first. When you show them that you are interested in them, then they are interested back. You can go in and just put your material across and be aloof and kids do it. But, there is just no warmth there at all.

Pam feels that one can tell by being in the classrooms which teachers are "just very efficient effective teachers," and which teachers seem to "really care a lot." She believes that she has always been the latter type and has also been effective.

Kids know if you are just putting them on or if you really care. You have to take time to listen and to really be involved and think about what is important to them. It may not be important to you but it is really important to them.

Beyond these inherent personal qualities, Pam did have some ideas on what teacher preparation should do. Students should have early and continuous field experiences prior to student teaching. She cited the benefits to an aide whom she has worked with in the sophomore and junior year. Pam has already seen substantial changes in the girls' teaching and interactions with students. Without the early field experiences; however, "she would be going through in student teaching what she went through last year as a sophomore."

Pam expressed concern regarding student teachers taking additional college courses, while participating in a full-time student teaching experience. She feels that it is a real problem and is unfair to the student. Depending on which priority the student teacher follows most, Pam has seen the conflict affect either the student's on-campus grade or the student teaching performance.

Pam discussed how redundancy in the physical education program through the years could affect enthusiasm of a teacher. She explained that "you cannot let it and just have to make it be an exciting thing."

You just have to make it not the same thing every year and give it a slightly different twist. I never do things the same way. I don't keep plans from year to year just so I won't do it the same way....Having student teachers and aides also helps to make it different. They bring new ideas to the teaching situation.

Finally, in response to a question about what she believes has been significant to her continuing to be vitally involved in teaching, Pam discussed her interest in and concern for the students.

It comes back to kids. I am still interested in the children. There is always a challenge of the kids that haven't got it yet--someone that still doesn't enjoy it or that loves it and you can make it more challenging for them....I know I really enjoy them. They tickle the daylights out of me. I watch them do something and listen to what they are saying and it's really fun....It is God-given. Nothing that I trained for or tried to do. I don't know--it's just the way it happened to come out.

Investigator's notations. Pam was observed teaching in the first half of a coeducational basketball unit. Her classes were enthusiastically engaged in skill drills and lead-up games. Pam was lively and warm in her interactions with the students. She smiled frequently.

Students exhibited great respect for Pam. They appeared to be interested in pleasing her. Pam's rapport with the less skillful and the more disruptive students was good. She was careful to adjust activities so that students had a fair chance for meaningful involvement and an opportunity to succeed.

Kevin

Introduction. Kevin is a 28-year-old male who weighs 195 pounds and is six feet tall. He was born and educated in Massachusetts. Kevin has a bachelor's degree and has taught for six years in the same school.

He teaches in a junior high school and coaches three sports at that school. Students are in grades six through eight and have physical education three times a week. Classes normally range in size from 20 to 30.

Indoor facilities at the school are barely adequate. Outdoor facilities are poor. The two physical education staff members are one male and one female. Approximately three-fourths of the classes are coeducational.

Initial career decision. Kevin decided on a physical education career while in junior high school. The main attraction to him was that it involved the type of activity that he enjoyed; he thought he would love to teach kids so that they could experience that enjoyment. Several physical education teacher/coaches had moderate influence on that decision, but no single individual stood out in that regard.

I was fortunate in that I knew what I wanted to do. I loved physical education and sports in school. I did not like school and did not enjoy college. But, I knew what I wanted to do and so I went out and did it.

Undergraduate preparation. Kevin first noted "a lot of what I do here, I learned on my own." He feels that many of the courses were not at all related to teaching physical education. It was not a total waste, however, since he did learn some new sports at the university that he did not have in public school. Unfortunately, Kevin cannot conduct some of those activities "in a school like this because we do not have the facilities."

He did have one semester of field experience prior to student teaching. Although that entailed more observing than teaching, Kevin said that it was "very helpful and I think more of it should be done."

Early years of teaching. Kevin's first year of teaching was hectic. The school was new and only half of the gym was available for physical education before

Christmas. He did enjoy it, however, and was promised things for the following year "that would brighten the spirit, so to speak." He has still not had many of those promises fulfilled but continues to teach there.

Kevin reported that the first year was a "real awakening."

Oh yes, there was definitely some reality shock. After struggling to get through college, working hard to get what you expected--then it is not there. Teaching physical education for me here has not been what I expected when I was in the eighth grade, nor when I graduated from college. Although the kids liked me and the activities, they did not like to learn the rules. They are not like kids in some parts of the city who know a lot about sports early. I told myself after the first year that I wouldn't be back here, but I am.

Kevin felt that he adjusted to the fact that he expected too much of the students in the first year. They did more learning than playing.

He also pointed out that when he started teaching, his friends and wife were afraid "I would use too much of my old football background and be too mean with the kids." Kevin thinks that part of his problem, however, was that he "did not come down hard enough in the beginning." As a result, he struggled somewhat without the discipline and respect that he gained in the second and third years of teaching.

Kevin taught in the same junior high for the six years of his teaching career. He admits that there is still a possibility that he may leave teaching in the next year

or two. The fact that he has been able to function "as an individual" at this school has helped to keep him from looking for another job.

Kevin does feel, however, that he has "taken the physical education and sports programs as far as they can go" without more support. If more of the promised support materializes, then he will stay in teaching. If not, then he may change to full-time work in the construction business. The potential lack of fulfillment from his work, relatively poor pay for teaching, and financial concerns for his growing family were cited as crucial considerations for the impending decision.

Perceptions of self. Kevin described himself as "a disciplinarian to a degree." He feels that he has more respect from the students than does any other teacher in the school. The discipline and respect are not viewed as synonymous by Kevin. He does not try to demand respect, but does try to earn it.

Kevin believes that he is a good physical education teacher. He feels that he has more knowledge of a variety of activities than do "the older teachers I know of who stick to one or two things and keep them the same way all of the time."

My program is very diversified. I teach activities that I never did before. I was never good at gymnastics, but we do it.

Kevin indicated that the most important things that he tries to accomplish are enjoyment of, and attitude toward, activities and for the students to learn something that they can use later.

To give to my students something in the line of physical education that they can do in life later on that they enjoy. If I can give them a little love for the outside, for getting out there and doing things with themselves, their family--even bowling--just to get them out of the house and doing something--then I've accomplished something. Of course, to do that, I like them to be happy and enjoy what they are doing here.

Something that was told to Kevin when he first started teaching has been gradually confirmed. He reported that first year teachers want to reach every student, but eventually learn that you cannot reach them all. Kevin thinks that you should not keep trying to reach certain students when it involves taking "too much time away from the ones that do want it." He does not ignore anyone, but does not "go out for them" to as great a degree as he did in the past.

The ability to "understand, handle, and deal with children" are reasons for the success Kevin attributes to himself. He thinks that the ability to relate to students may be a gift that some teachers have and others will never have.

If you have that ability, it is very advantageous to you and your students. I've always had that ability to relate to children. I have children of my own and our entire family gets along

beautifully together...My children know a phony a mile away. Some of my friends are full of baloney when they say they just love children. Kids can tell, they sense it. Friends that really do love children don't say a thing and my kids are around them like glue. It's something that you can't kid yourself or the children about...Like I said, before I lose that--that feeling--I'll get out. I haven't lost it yet and hope I never do, even if I do get out of teaching.

Kevin stated that he is a different person and teacher now compared to what he was like when he first started teaching.

I never understood the true me when I was younger. I never knew how much I was influenced by the sports that I played and by the people that I came in contact with, mainly the coaches. I still had the animal instincts, so to speak, in me when I came out of playing those sports.

Being married has also been "a great influence" in Kevin's life. It settled him down. Kevin reported that when he married, his wife's family and friends thought he was "such a nice guy."

But, I was not that nice a guy and not easy to live with. It took the first three or four years of my life as a teacher and being married to change--to get this toughness and roughness out of me. I was used to yelling and things like that. I feel that nothing is solved with fighting and yelling and you will never see me do that anymore.

Kevin was asked, given his natural ability to relate with students, if he would have been as effective had he continued his toughness with the students.

No, I definitely would not have been as effective. But the kids know me and what they see now is good.

He feels that basically the "same teacher" and same relationship with students would be observed in his classes at anytime. Kevin does not set up certain classes, times or special activities for the principal to observe for his evaluations.

Kevin said that his "biggest fault probably is that I do not praise the kids quite enough." That is what he would most like to improve. He feels that he has had the ability to do that and to do something that was never done to him as a student.

To be able to apologize to a student when I am wrong. I have apologized to several students because I just handled things wrongly....I have learned a lot from my mistakes.

Kevin perceives himself as different, not only from other physical educators, but, "from a lot of people." He is concerned that people develop their individuality and stated that "you won't find another Kevin." The way that schools take away from children's individuality troubles him. He cited both positive and negative examples of his children's experience in preschool and kindergarten. Kevin noted, however, that "you cannot blame the teachers, that is the role they have learned in this whole system of education."

Perceptions of teaching realities. The first satisfying aspect of being a teacher that Kevin mentioned was "seeing enjoyment in the children." He noted that it is also

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satisfying to know that they have gained in their knowledge of activities. It is also nice when other teachers have noticed and report back to him that his students know more about sports than do the students from other schools in the district.

Kevin feels that everyone likes to receive a little praise. He pointed out that "you get more praise for coaching, unfortunately, than for teaching."

The effects of coaching activities on teaching performance is "non-existent, or at least minimal" for Kevin.

I more or less take the wins and losses in stride. The kids have fun. They'll get enough winning and rah-rah later. Anybody that says football is fun in college--it's a job for most people, a business. I imagine it is worse in the bigger universities.

Kevin's school board and administration show more concern about athletics than physical education.

But, not nearly as much as in other schools around Boston. It is worse. Coaching is absolutely a problem to teaching in at least 80% of the schools. In some schools, coaching is the difference in whether or not you stay around. If you don't produce, you are out....It has to detract from teaching. It has to! As you are teaching physical education, your mind wanders to plans for upcoming games. How to win the next game. You're not talking about a couple of hundred dollars a sport. People in positions in high school getting several thousand dollars don't do much talking about these things.

Reflections on persistence. Kevin believes that what one does in the summers can affect their longevity in the teaching profession. He has worked in construction for the

past ten summers. If he should decide to leave teaching someday, "which is quite possible," he would most likely take a position in construction. Kevin needs to work in the summers for the money since he has a wife and three children. His response to a question regarding the possible value of doing something other than teaching in the summer was quite clear.

Absolutely! It is helpful to rejuvenate you. My summer work is physical. After the school year here of teaching and coaching, I need a break. I could never do this twelve months a year. If I was doing something related like summer school teaching, I don't think I could handle it.

Kevin was asked why he stayed in teaching. Part of the reason is the hope that it might still be like what he thought it would be like. Another reason is that he is "still trying to reach that one child." His discussion of what might or might not "keep him going" continued.

If I get the fields and budget that I asked for, we can move forward. So far, the promises have not come true. This is a key year and if I find that things change, then I will stay in it for a long time....I would be foolish if I didn't say a little security is involved. If I were single, I would not be here now. I have a responsibility to my wife and three children....It does drain you mentally. I can do twelve hours of construction and not get as tired as from this. But in no way have I lost the edge. If I had, I wouldn't be here with the children.

Kevin believes that principals and others in responsible positions should be more alert to the effects that praise can have on the persistence of good teachers.

He seldom receives much praise, or criticism, of his teaching. He praises other teachers and always tells the teachers who supervise intramurals that they have done a good job.

In discussing the role of personal qualities which were present in him before college, Kevin again referred to the need to get the "frustration, roughness, and toughness out." A positive quality is his drive to give a hundred percent. Kevin learned the "value of a full day's work" at age 12. He felt that he was more mature than his classmates in college.

Kevin believes that teacher preparation must "get the students out early and show them what it is like." Students should observe in a variety of situations and talk with physical educators, but have to make their own conclusions about teaching. Kevin cautioned that "some of it is a gift and what really matters is not what is learned in the classroom."

Workshops for in-service teachers have not been of much value to Kevin. The workshops have "not been good or long enough to make a difference." He feels that gathering with other teachers or visiting their programs might be the best types of in-service education.

In summarizing what stands out regarding his continuity as a distinctive teacher, Kevin again referred to individuality.

That is very easily answered in what we talked about before. I think the individuality. Myself, being different from most people--I am an individual. I am persistent. I like to get the job done and I strive for that. It is all part of what is inside of you. I know that is vague, but that is what makes me what I am, and I don't just mean family upbringing....I try to learn a lot from looking back carefully on my experiences. I'm not terribly intelligent. I don't read very much. I don't think you have to do that to be a good teacher....It is what you have inside you.

Investigator's notations. Kevin was observed teaching coeducational volleyball. He constantly encouraged students, especially the poorly coordinated, and gave friendly challenges to the highly skilled students. His students showed a great deal of enjoyment of their physical education classes.

Kevin had brief personal conversation with a few students in almost every class. These exchanges often occurred in the form of questions about the student's family, or other nonschool matters, during transitions in the class activity.

Kevin was notably positive in the expectations which he projected to students. Clearly, his students, of all abilities, were developing favorable attitudes with regard to their participation in movement activities.

Questioning of the investigator by Kevin reflected his concern for improving his teaching. Kevin was eager to learn from the researcher's reactions to classes observed.

Tabulation of Coded Data

While the richness of information obtained by this study is best presented through the preceding narrative reports, a quantified summary of selected data is offered to facilitate assimilation of information. That portion of the audio taped data which could be directly categorized and coded without inference is presented in Table 1.

The coded responses of subjects are indicated by the first letter of their pseudonym in Table 1, Summary of Coded Interview Data. Only those categories needed to present the actual coded responses are included in this table. Since there are only six subjects, one can readily tally the frequency of responses for each category.

This manner of presenting coded data is appropriate to case study descriptive research since the identity of individual responses is not lost through statistical compilation. Locke (1975) implored researchers to present findings utilizing the simplest appropriate statistics. He noted that "in many cases, this means none at all" (n.p.).

The information in Table 1 must be interpreted carefully. Coded responses represent subject initiated ideas rather than forced choices from a list of possible answers. An example of this is easily observed in the responses to the second question in Table 1. Pam and Kevin were not the only subjects "interested in working with kids." Similarly, question 11 addresses the dual role of teacher and coach. Coded responses do not convey the strong affects associated with athletics. Responses to question 12 underscore the extent of dual role problems.

Table 1
Summary of Coded Interview Data

Interview Question, Categories, and Coded Responses		
D = Donald J = Jean	M = Martha W = Walt	K = Kevin P = Pam

1. When did you decide to become a physical educator?

DJM	during high school
WK	during junior high school
P	in second year of college
2. What were the major attractions/influences to become a physical education teacher?

DJWМК	liked/loved activities
DJWK	liked physical education teachers/coaches
PK	interest in working with kids
JM	availability of teaching positions
P	interest in working outdoors
J	interest in teaching and coaching
D	"glamour" of coaching

3. Can you identify the single most important factor in your decision?

DJWP no single factor stood out alone
MK yes, the love for activities

4. What is the most important thing that you try to accomplish through your teaching?

PK student attitude toward activities
DW enjoyment, fun for students during class
J to motivate students to good effort
M acceptance of and respect for peers

5. Do you regard yourself as a successful teacher?

JWMPK yes
D sometimes

6. In what way would you like to be more successful?

WPK reaching kids who are not being reached
D improve student self respect
J improve knowledge of certain specific activity
M receiving more cooperation from students

7. Do you perceive yourself to be different from most physical education teachers?

DMPK yes, definitely and considerably so
W yes, but only slightly so
J yes, but only different from those of the opposite sex

8. What is the most satisfying or rewarding aspect of being a physical education teacher?

DK to see students smiling, happy
JM knowing that I have helped students "in the long run"
P seeing development of students
W uncodable (see narrative)

9. What are the dissatisfying aspects in your job?

<u>WK</u>	cannot "reach" every kid
<u>P</u>	job is not dissatisfying
<u>D</u>	coaching pressures
<u>D</u>	administrative details associated with lockers, showers, and dressing out by students
<u>J</u>	lack of administrative leadership
<u>J</u>	poor scheduling of classes
<u>J</u>	poor facility utilization
<u>J</u>	large classes in certain cases
<u>M</u>	having disobedient kids
<u>K</u>	inadequate facilities
<u>K</u>	inadequate budget

10. What makes it difficult for you to do a good job teaching?

<u>WMPK</u>	having coeducational classes
<u>JPK</u>	facility problems
<u>JM</u>	large classes in certain cases
<u>WP</u>	repetition in what you do year after year
<u>D</u>	time consumed by administrative details of dressing out, showers, and lockers
<u>D</u>	having students too infrequently
<u>M</u>	wide range of ability within classes
<u>D</u>	effects from being a coach at certain times

11. Does the dual role of teacher and coach have an undesirable effect on your teaching?

<u>WMP</u>	no, it is not really a factor
<u>D</u>	yes, definitely but not every day
<u>K</u>	perhaps, maybe a little once in a while
<u>J</u>	not applicable now

12. Does the dual role affect the teaching of other physical educators unfavorably?

<u>DWPK</u>	yes, a definite problem for many
<u>JM</u>	yes, but it only affects the men coaches
<u>JW</u>	yes, for some, but it depends on the individual

13. What, if anything, can be done in teacher preparation to increase the number of teachers who stay vitally involved in their teaching?

<u>DJWMPK</u>	more field experience prior to student teaching
<u>JPK</u>	help students make correct career decision
<u>DW</u>	more and earlier personal involvement with school children
<u>WP</u>	recruit students who "have what really matters" to begin with
<u>D</u>	courses and field experiences to increase understanding of students with problems
<u>D</u>	student teaching seminars with special consultants

14. What should be done (more or differently) after the teacher is on the job?

<u>JM</u>	improved supervision
<u>WK</u>	observe other teachers/programs
<u>WK</u>	bring teachers together to share ideas
<u>DK</u>	administrators should give more praise
<u>D</u>	involve physical educators in other aspects of school program so they feel part of the "total school team"
<u>W</u>	supervisors, administrators should be understanding and flexible so that teachers can "be themselves"
<u>W</u>	seminar type experience should be organized to run year-round for teachers with at least several years teaching experience
<u>P</u>	teachers should receive more backing from and communication with principals, other teachers, and parents
<u>P</u>	salaries should be increased considerably

The data presented in this chapter have intentionally been uninterpreted by the researcher so that the reader may make independent analyses. Elaboration and interpretation of the coded data and all information gained through this study follows.

CHAPTER V
OVERVIEW AND INTERPRETATION OF FINDINGS

This chapter presents the investigator's analyses of the preceding data. Interpretations and discussion represent the "perceptions and understandings" furthered through "immersion in and regard for the phenomena" studied (Stake, 1978). Thus, information and insights gained through all conversations with and observations of subjects are reflected. Stake's (1978) comments with regard to case study inquiries were heeded in the formulation of this chapter.

That knowledge is a form of...naturalistic generalization, arrived at by recognizing the similarities...in and out of context and by sensing the natural covariation of happenings.... They derive from the tacit knowledge of how things are, why they are, how people feel about them, and how these things are likely to be later or in other places....Good generalizations aid the understanding of general conditions, but good generalizations can lead one to see phenomena more simplistically than one should....The case study...proliferates rather than narrows. One is left with more to pay attention to rather than less. (pp. 6-7)

Findings which emerged are elucidated through: (a) a synopsis of the similarities and differences among subjects, and (b) an extended discussion of selected findings to interpret patterns and infer implications for education.

Synopsis of Findings

Comments regarding similarities and differences identified among distinctive physical educators are necessarily limited to the subjects in this study of six junior high/middle school teachers. An exhaustive list of findings is not presented; rather, selected similarities and differences considered by the researcher to represent potentially meaningful ideas are noted. Idiosyncratic findings of importance to individual subjects were discerned. Such idiosyncracies may, in fact, be more frequently of significance to distinctive teachers than was apparent in this investigation of six subjects.

Selected Similarities and Differences

Age/teaching experience. Five of the six subjects were 35 or older and had taught for 12 years or more. The other subject, Kevin, was in the middle of his sixth year of teaching, but was not sure that he would continue in teaching if certain circumstances did not improve.

Interscholastic involvement. Five teachers were coaches of at least one sport. Only one of the distinctive teachers, Donald, was the head coach of a varsity high school team. Donald also reported the greatest degree of interference of coaching demands with teaching duties. One other teacher, Jean, coached previously and remains involved with interscholastic sports by officiating two sports.

Class size. Size of physical education classes was generally not viewed as a serious problem. For certain activities, occasional classes larger than 30 presented difficulties.

Coeducational classes. The investigator was surprised at the extent to which boys and girls were still separated in scheduling physical education classes. Only two schools scheduled the majority of classes on a coeducational basis. In one of those, however, the instructor (Kevin) perceived coeducation as clearly undesirable in team sports.

Another interesting discovery was that the high school classes in the corresponding school districts were all predominantly coeducational. One teacher noted that the junior high schools had apparently not been "pressured like the high schools."

Adequacy of facilities. Indoor and outdoor facilities ranged considerably in both quantity and quality among the six schools. Problems associated with facilities were related to their scheduled use and associated class disruptions rather than to their physical characteristics. Kevin's outdoor facilities were a notable exception.

Employment changes. Nearly all of the teachers stayed with the same school or school system in which they were initially employed with only one or two job changes. They did not appear, in general, to be seeking a more tolerable

working situation. One teacher, Walt, worked as supervisor of physical education for the school system but returned to teaching after a year "to get back to the kids."

Teaching staff. Teaching staffs in two of the schools consisted of only a full-time male and a full-time female teacher. Two settings employed an additional male and a female on a part-time basis. It should be noted that due to the infrequent employment mobility of the six teachers studied, they did not regularly encounter a variety of cohorts throughout their careers. Jean's school had the largest staff and also the greatest problems with regard to quality of teachers. Other distinctive teachers generally felt that their peers were good teachers and reported excellent working relationships.

Career decision. Only one subject, Pam, decided on a physical education major after high school; although, the teacher (Walt) who appeared to have followed the lead of a single teacher/coach did not confirm his employment future until late in college. Three of the other teachers reportedly liked their physical education teachers in public schools.

All but one teacher, Pam, expressed a strong liking for activities. She had only one year of public school physical education; yet, she evolved a definite emphasis on student attitude toward activity teaching.

For all of the subjects, an interest in working with children seemed to underlie the decision to teach. Distinctive teachers were apparently not pressured by their parents in the decision to become physical educators. Interest in the activities and in children were more important considerations to these teachers than was an effort to emulate or please people.

Undergraduate preparation. With the exception of a course which dealt with legal liability, the "classroom" courses of distinctive teachers did not stand out in their memory. Some of those courses were viewed as necessary for background information, especially for coaching, but were not seen to have been valuable in subsequent teaching. Field experiences were generally considered of much greater value. Most of the teachers had a "positive" student teaching experience. Pam's student teaching was completely unsupervised. Kevin reported great dependence on learning how to teach "on the job" rather than in college. Jean appeared to feel the most well prepared by her undergraduate program. She also had, by far, the greatest amount of field experience.

Early teaching adjustments. Only two teachers did not experience considerable "reality shock." The others did not experience reality shock in their first teaching positions but clearly did when they changed to teaching students of a different grade level.

Greater adjustments were necessitated by the men than by the women teachers in this sample. The reported adjustments were primarily with regard to initially unrealistic expectations for the students. These unrealistic expectations by the men appear to have been conditioned by their athletic experiences. Nearly all of the teachers became considerably more relaxed and flexible in their teacher-student relationships as experience increased.

Personal qualities. These distinctive teachers' empathy and genuine caring for students seemed to enable them to generate useful insights and intuitive understandings as they taught the children. The teachers were good listeners and they exhibited patience in dealings with students. Qualities of openness, authenticity, and pleasantness were also apparent. All of the teachers indicated pride in doing "a good job" regardless of the nature of the task. They perceived themselves as individual and autonomous persons.

Perceived teaching self. Distinctive teachers perceived themselves as successful, but most of them reflected that they were not totally satisfied with their success "some days." Success was generally attributed to their ability to relate to and motivate children. The teachers tended to perceive themselves as different from

other physical educators, although individuals expressed some qualifications about their perceptions. Distinctive teachers generally viewed themselves as more concerned about teaching and about children than "typical" physical education teachers.

Most of the teachers described themselves somewhat surprisingly as "disciplinarians" although they had few discipline problems and were flexible in their expectations for and interactions with individual students. Two possible clarifications of "disciplinarian" are offered. First, these teachers established clear expectations for their classes and strived to be consistent with those statements. Secondly, they were concerned that student behavior not disrupt the group efforts and enjoyment. The use of the term, disciplinarian, as a personal descriptor appeared to be intended to contrast with the "permissiveness" perceived to be in vogue.

Teaching goals. It was interesting to note that the commonly stated or unique contributions of physical education to the development of physical fitness, motor skill, and knowledge pertaining to fitness were not of high priority to the distinctive teachers. Their orientation was to immediate enjoyment and satisfaction by students in class and toward the resulting long-term effects that positive student attitudes will have on the student through

willful activity. Distinctive teachers reflected concern regarding student to student relationships associated with acceptance and respect for individual differences. Success in teaching was often described with regard to "seeing a kid smile" or "reaching a kid" for the first time. While these teachers were uniformly "student-centered", their goals for students were conceived in relation to fairly conventional activities.

Changes perceived. Distinctive teachers became more accepting and understanding of student behavior, interests, and needs with increased experience. The one deviation appeared to be a slight reversal of that trend late in the career of one teacher (Martha). As the teachers became more patient, they became much less dogmatic, dictatorial, and strict in their approaches to students. Male teachers, in particular, indicated that they had "mellowed." Distinctive teachers were generally able to respond more flexibly to a variety of situations depending on individual circumstances.

Causes of changes. It is clear that, with little exception, neither graduate education nor activity in professional organizations were perceived to be important to the effectiveness of these distinctive teachers. The only teacher, Martha, who was considerably active professionally also happened to be the only teacher studied to have any substantial problems with students. Workshops were of value

to half of the teachers. One teacher, Walt, noted a definitely decreasing interest in workshop attendance throughout his career.

Distinctive teachers indicated that the following were significant to them in improving as a teacher: (a) observing students, (b) learning from student teachers, (c) learning by observing other teachers, (d) learning by consulting with guidance staff, (e) observing their own children, (f) listening to their children's perspective on physical education and teachers, (g) effects from having a spouse and family, (h) increasing maturity, and (i) simply tiring of "putting students down."

Satisfactions of teaching. Satisfactions related primarily to students--interacting with them, seeing their smiles and improvement, and watching a poorly skilled student succeed at something. Several teachers also noted the more enduring satisfaction of seeing their long-term effects on students encountered years after having had them in class. All of the distinctive teachers appeared to be engaged in a job which enhanced the genuine expression of themselves.

Dissatisfactions of teaching. Dissatisfactions discussed by the teachers were not expressed as strongly as the satisfactions. The subjects had to think harder and longer before identifying the dissatisfactions. The one

dissatisfaction which was quickly and strongly expressed by Donald (dual teacher/coach role conflict) is discussed under a separate heading.

The concern most often initiated by the subjects was associated with not being able to reach all of the students. Several other dissatisfactions or difficulties were pointed out by one or two teachers each; however, the more outstanding finding was the degree to which distinctive teachers did not dwell on the detrimental effects of those problems.

Teacher/coach role conflict. Only the teacher (Donald) who was in a high pressure varsity head coaching position at a high school thought that the dual responsibilities affected his teaching to a considerable degree. He felt that the undesirable effects were primarily confined to game days during the season, although, he acknowledged some effect of fatigue on a school day following an away game.

The distinctive teachers, however, perceived the dual responsibilities to be a general deterrent to good teaching in many situations. Several variables which could impact on the severity of the problem were discussed. Being a varsity head coach was consistently singled out as carrying responsibility and pressures which cannot avoid affecting a teacher.

Reflections on persistence. Most distinctive teachers changed their summer activities over the years from doing things similar to their teaching job during the summer to doing something quite different. They perceived this change as generally helpful to coming back to school "rejuvenated" each year. The teacher, Donald, who feels that he has "nothing to get away from" in his teaching job, continues to engage in similar summer activities after 21 years of teaching. He did mention, however, that he is ready for a break in August after conducting a basketball league in the evenings throughout the summer.

Suggestions regarding the potential contribution of teacher preparation to teacher persistence were unequivocally focused on the importance of earlier and more continuous field experiences in a variety of situations prior to student teaching. Assignments and experiences to facilitate a more personal understanding of students, especially problem students, were recommended to coincide with the field experience. The need to integrate classroom work with field experiences was suggested.

In-service education could better contribute to teacher persistence if teachers spent more time observing other teachers and their programs. It was felt that graduate study should not be pursued until after several years of teaching.

Increased use of praise by administrators was endorsed by the teachers. The need for a flexible perspective by supervisors and principals which would permit teachers to be authentic in their ways of teaching was another suggestion by the subjects. One of the distinctive teachers discussed the important effect of the feeling of inclusion which accompanies involvement in the total school life. Only one teacher mentioned salary, per se, in reflecting about persistence, although most of the subjects expressed concern about finances at some point during the interview.

Repetition over the years was noted by most of the teachers as a pervasive deterrent to maintaining enthusiasm. Distinctive teachers generally offset some of the effects by not teaching the same activity in the same way from day to day and year to year. Several teachers indicated that repetition is a difficulty to contend with and, furthermore, that they would not continue to teach if they could not overcome it and project their enthusiasm to the students.

In discussing why they stayed in teaching, every distinctive teacher, at some point, referred to two reasons. One reason exemplified the distinctive teacher's interest in students. They desired to continue to interact with students, to see them smile, to try to help the disaffected ones, and to continue working toward the children's ultimate benefit. The other, perhaps related, reason apparent for

every teacher was that they liked their job. Beyond the frustrations teachers experienced in their situations, they essentially liked what they were doing and believed it to be important.

Personal qualities which are innate and/or developed prior to college made a difference in the careers of these teachers. The individuality of a person, concern for children, and perseverance in trying to do a job well were each significant to the persistence of distinctive teachers. They generally believed that it is "that which is inside of you" which makes one "naturally" concerned about students and able to relate to them to the mutual benefit of student and teacher.

Teacher behaviors. While the teaching of distinctive physical educators was carefully noted, the observations were subjective. Therefore, the following summary of teaching behavior lacks statistical support.

The teaching behaviors of distinctive teachers were consistent with their stated interest in, goals for, and genuine concern for their students. These teachers were, as a group, active verbally and constantly observing the performance and interactions of their students. They gave encouragement and used positive reinforcement as well as corrective feedback. Interactions with students were especially personal in nature before and after activity

time. Poorly skilled students received as much or more attention from the teachers as did the highly skilled or average students. Positive expectations and a sense of humor were generally evident. Although their goals differed, each teacher was trying to accomplish something in every class. This goal orientation did not negate sensitivity to students. The teachers were quick to smile and take time to interact genuinely with their students. There were numerous occasions during the study when particular problems or needs of students were privately noticed by the researcher. A surprising number of these instances were also obviously noted by the teacher as he/she intervened promptly and appropriately.

The observations of teaching during the research experience confirmed and further reinforced the idea that good teachers are of many types and that diverse practices combine to create good teaching. This was evidenced in the excellent attitude toward physical education class and the self-motivation which was exhibited by students. The actions of distinctive physical education teachers appeared to be quite effective with regard to their stated goals for student progress.

Discussion

It is acknowledged that, in the process of interpreting research, liberal generalizing may distort the realities of the findings. However, understandings and naturalistic generalizations resulting from immersion in a study of this type cannot be conveyed through a cautious synopsis of findings. Therefore, the researcher's reluctance to engage in speculative theorizing was overcome by the feeling that additional discussion is needed to stimulate further research and debate regarding the dynamics, not just the nature and frequency, of phenomena surrounding the development and maintenance of distinctive physical education teachers.*

The extended discussion of distinctive physical education teachers presents an interpretation of recurring patterns and themes with regard to: (a) personal and teaching qualities, (b) teaching realities and persistence, and (c) teacher education--pre-service and in-service. The frankly personalistic explications are intended to share the researcher's insights into the meanings held for particular findings. Further study is needed of the generalizations, hypotheses, and recommendations inherent in the discussion.

*Hereafter, "distinctive teachers" refers to distinctive junior high/middle school physical education teachers as sampled in this investigation.

Personal and Teaching Qualities

Esteem for children. Distinctive physical education teachers regard each child as special and unique. These teachers speak much more of individual children than of classes as a whole. Unconditional love for children of all types is evident in the teaching as well as the comments of distinctive teachers. They appear to be intrinsically motivated with a strong and unselfish service commitment.

Impartiality. The statement that distinctive teachers "love children" is not fully comprehended without attention to the unconditional nature of their regard for children. Even children of "less desirable" types are held in about the same esteem as are those who perform and behave commendably. Distinctive teachers overcome their biases to the extent that they treat all students with positive regard.

Jackson (1968) noted that outstanding elementary school teachers are attracted to the "underdog" as well as the more successful students (pp. 137-139). This tendency appears to be even stronger among distinctive physical educators.

Such generalizations differ markedly from Eddy's (1969) findings in studying 22 inner-city classroom teachers. The young teachers in her study reported that students who were "good workers" were sources of inspiration to them, and that these students compensated for the poor workers (pp. 79-88).

In contrast, distinctive physical education teachers refer to the infrequent, yet dramatic, success of the underdog as more inspiring than the regular achievements of good workers.

Distinctive physical educators also differ from Eddy's teachers in their regard for good workers versus "undisciplined" students (pp. 88-100). The personal behavior of students does not evoke dichotomous valuing among distinctive physical educators to the degree observed in Eddy's research. Distinctive teachers reflect more acceptance of unconforming student behavior and strive to understand the student better. Indeed, "reaching" the disaffected students is a primary concern of distinctive physical educators.

Empathy. Distinctive teachers achieve an increasingly compassionate understanding of students over the years. This empathy appears to grow out of their initial human understanding and is further developed through personal interactions with students and through intentional efforts to learn more regarding student problems, e.g., consulting with guidance faculty.

Openness to change. Distinctive teachers are able to adapt and are willing to change. Subtle changes in the degree to which certain qualities are utilized appear to influence the teachers in becoming increasingly more patient,

accepting of individual differences, and flexible in responding to interactions with students as individuals. Distinctive physical educators learn from their mistakes.

Some teachers make more rapid transformations and become a different kind of teacher. Substantial changes of such import may result in a fairly typical teacher becoming quite distinctive. This is an especially likely transition for empathetic male teachers who cease to act out the role behaviors perceived from the coaching ethos. The degree of change apparent in this transition depends on the extent of discrepancies between the teacher's modeling of aggressive, athletic behavior and his newly realized authentic teaching behaviors. The teacher may become more distinctive as he is less inhibited to express personal concerns for students.

Distinctive teachers are likely to adapt their class organization and lesson content after experimenting successfully with new teaching approaches or activities. The stimulus to try new ways may come from many sources. A few of the catalysts for change reported by distinctive teachers are: (a) dissatisfaction with what happens in their classes, (b) comments by persons outside of physical education regarding the effects of existing practices on students, and (c) exposure to different approaches and activities by observing at other schools, learning from student teachers, and participating in in-service programs.

Non-authoritarian. The term, non-authoritarian, is used to indicate that distinctive physical education teachers do not use their authority to oppress or repress students to a marked degree. What constitutes oppression may be debatable, however, distinctive teachers generally earn, rather than demand, the respect and cooperation of students. Distinctive physical educators use the authority of their position as little as possible.

Similarly, Jackson's (1968) outstanding elementary teachers referred to the degree of formality which distinguished their teaching from that of "old-fashioned teachers" (p. 127). Outstanding elementary school teachers and distinctive physical education teachers are reportedly more formal at the beginning of the school year and become increasingly less rigid throughout the year. Likewise, teachers of both groups also make a transition over the years to become a less domineering force in controlling their classes.

Authenticity. An outstanding and consistent characteristic of distinctive teachers is the realness which they project as they interact with students. Indeed, they feel that their occupation provides for the authentic expression of themselves. Over the years, distinctive physical educators function more authentically as they also become more open to admitting their mistakes and

shortcomings. As previously noted, when certain male teachers become less consumed with acting like a "coach," they become free to interact more authentically and personally with students.

One might conjecture that acting like a "teacher" may, likewise, restrict the authenticity of young teachers. By definition, distinctive teachers studied in this research are past the period of teaching when this latter role playing is expected to have its strongest impact on teacher actions. Longitudinal studies of teachers (pre-service through in-service) are recommended for several purposes. One advantage of longitudinal research is the opportunity to examine, in retrospect, the appearance, nature of, and disappearance of "teacher" and/or "coach" role playing.

Autonomy. There is a clear and strong similarity between the perceptions of Jackson's (1968) outstanding elementary school teachers and the distinctive teachers of this study. Individuals in both groups expressed concern that: (a) curriculum guidelines are flexible, enabling individual teachers to develop their own programs, and (b) supervisory personnel allow teachers to function authentically. Comments by outstanding elementary teachers and distinctive junior high physical education teachers reflect their personal pride and professional commitment to providing the best possible program for students in their

particular setting. Since teachers in both groups indicated that they would quit teaching if curriculum and teaching guidelines were rigid, it seems reasonable to speculate that outstanding or distinctive teachers may leave the teaching profession, due, at least in part, to inflexible expectations and constraints of certain principals and supervisors.

It is further reasoned that disrespect for teacher autonomy deprives teachers of their opportunity for individual creativity and expression in teaching. Those teachers who remain teaching in such circumstances are likely to invest little personal effort and enthusiasm in carrying out their teaching duties.

Distinctive teachers also discuss autonomy with regard to their life outside the schools. Many of them see themselves, not only as atypical teachers, but also, as unique individuals. The investigator attributes such differences as matters of perspective more than as the result of radically idiosyncratic characteristics. The above interpretation is not meant, however, to denigrate the importance (or validity) of those perceptions by distinctive teachers. They are, indeed, unusually common and essential expressions by most distinctive physical education teachers. It appears that the more independent teachers are less likely to conform to counter-productive role playing.

Teaching Realities and Persistence

Reality shock. Distinctive physical education teachers usually experience some form of reality shock in their first few years of teaching. Perhaps, however, it is more accurate and beneficial to designate this as "theory-practice dissonance." Such a change in terminology and emphasis is preferred for teacher education research since teachers who experience difficulties in teaching due to unrealistic expectations may not perceive the effects as having "shock" value. Theory-practice dissonance refers to how pre-service theory and expectations differ from in-service school realities actually experienced during professional practice.

Distinctive teachers adjust to unexpected realities encountered in teaching. The way in which distinctive teachers perceive and adjust to unforeseen difficulties may, indeed, distinguish them from their peers. Theory-practice dissonance in the early years of teaching does not hopelessly and permanently affect distinctive teachers. They may go through a period of reduced idealism while learning to survive in the real world of teaching; however, they retain enough of their zeal and idealism to be driven to change and to improve throughout their careers.

Overcoming survival and control tendencies. Confronted with dissonance between theory and practice, young teachers may adjust their priorities to favor more "practical"

teaching strategies. Distinctive teachers are not immune to preoccupation with class control and teacher survival in the first year or two of teaching. For complex reasons, however, they do not completely and irrevocably compromise their ideals. Differences in how teachers respond to the realities of teaching merit attention by researchers.

Distinctive physical education teachers are able to move beyond survival tendencies and become less authoritarian and more authentic over the years. Their increasing flexibility is reflected through subtle and sophisticated ways of conducting classes which do not require a formal exertion of "power." This process of change, rather than entrenchment, may represent the inescapable manifestation of distinctive teachers' service commitment, pride in doing a job to the best of their ability, and concerned empathy for each child as an individual.

Teacher preparation programs may contribute more significantly to the continual search for better teaching if the teaching practices proposed are personally valued and tried by pre-service teachers. Further, if the suggestions of teacher educators are not to be ultimately rejected, it would behoove them to assist pre-service teachers to develop competence in realistic settings. More teachers might achieve distinctiveness if they are helped

during pre-service and early in-service teaching experiences to manage their classes in ways which result in more than teacher survival. Distinctive teachers have grown beyond, although affected by, the control strategies frequently modeled by their cohorts in student teaching and early job experiences.

Another possibility with respect to teaching for student growth, in opposition to simply managing a class for teacher security, should be noted. Distinctive teachers may be less prone to resort to and continue control-oriented strategies. A teacher who enhances self-motivation and self-control in students has no need to be overly concerned with class control and teacher authority.

Discipline and motivation. In spite of the attention given to discipline and motivation in educational literature, these topics are not paramount in conversations with distinctive teachers. In their classes, discipline and motivation problems are conspicuous by their absence. Student participation and personal behavior reflect the positive expectations conveyed by distinctive teachers. Distinctive teachers try not to quell students' inherent enthusiasm and motivation toward activity. In a generation commonly described as disrespectful, distinctive teachers are respected, not feared, by their students.

Distinctive teachers do not tolerate student behavior which is disruptive or damaging to other students. Consistency in enforcing expectations established early in the school year is reported by distinctive teachers as a key to their success in this regard.

The way in which behavior problems are perceived by distinctive teachers appears to be important. They tend to view occasional misconduct by students as an expression of student problems, or personality, rather than an affront to the teacher. Instead of "blowing up" situations, embarrassing, or challenging students publicly, distinctive teachers attempt to talk privately with students. Distinctive teachers frequently consult with guidance personnel for assistance in understanding the nature of a student's problems and behavior.

Repetition. While discipline and motivation are not perceived as significant problems, the repetition inherent in the jobs of distinctive teachers is reported to be a deterrent to enthusiastic teaching performance. Distinctive physical educators are conscious of the fact that monotonous experiences of the teacher can result in dispassionate teaching. They overcome this tendency by using a variety of teaching approaches, introducing new activities, and changing other class procedures within a teaching day and from year to year.

Sources of satisfaction. Jackson's (1968) analysis of the degree of emotional intensity accorded to various sources of satisfaction seems to be accurate for distinctive physical educators as well as outstanding classroom teachers (pp. 138-139). Feelings of satisfaction range from the intrinsic sense of having generally helped children to the more intense feelings accompanying unusual or unexpected incidents. Such incidents include dramatic successes by poor performers and positive encounters with former students long after their junior high school experience. Interacting with children and seeing them smile are daily satisfactions. Teacher satisfactions are primarily stated in terms of individual students and their development with regard to certain goals emphasized by distinctive teachers.

Teaching goals and accountability. Short-term goals of distinctive physical educators relate primarily to observable signs of enjoyment, enthusiastic effort, improvement, and self-esteem of students. These concerns seem to be congruent with attainment of distinctive teachers' long-term goals. The focal point of their long-term goals is the students' enjoyment and participation in physical activities after junior high school. Typical physical education goals of physical fitness and skill development are not emphasized as immediate program effects. Rather, greater priority is placed on enhancing positive attitudes

which will lead the student to life-long participation in activities from which fitness and the joy of movement might accrue.

Distinctive physical educators realize that significant gains in physical fitness cannot be attained by students in their limited class time without detracting seriously from other program priorities. The teachers are, however, quite concerned that students value physical fitness and learn activities which allow them to remain physically active. Similarly, distinctive teachers are aware that their potential contribution to student skill development in activities during physical education is less than they initially expected. Development of skill through active participation outside of class is earnestly promoted by distinctive teachers.

Views of teacher evaluation and accountability expressed by distinctive physical educators are consistent with the preceding goals. Moreover, these teachers hold themselves accountable and constantly evaluate the effects of their teaching. According to distinctive teachers, on-site evaluation attempts should emphasize observable signs of student enjoyment, active participation, enthusiasm, and the quality of teacher interactions with students. Distinctive teachers prefer, however, that accountability

focus on the long-term effects of instruction, e.g., participation and attitude of former students.

For both short- and long-term perspectives, distinctive teachers are concerned about social values and behavior of students. The realization and acceptance of individual differences is emphasized. Valuing people for their good efforts (more than for their competitive achievements) is promoted in the classes of distinctive physical educators.

Teacher/coach role interference. Occupation of two distinct roles by the teacher/coach leads to continual conflicts and subtle influences in performing disparate roles. Distinctive physical education teachers are uncommonly adept in minimizing the interference of coaching demands with teaching performance. They are intensely aware of the detrimental effects that coaching can have on physical education instruction.

The distinctive physical educators who participated in this study report this dilemma to be a serious and prominent problem in public school physical education. They have, however, resolved the conflicts in their own experiences and feel that their teaching does not suffer from preoccupation with the coaching role. Nonetheless, teaching performance is occasionally affected by fatigue and also by time constraints which are unavoidable outcomes of coaching duties.

Locke and Massengale (1978) noted that load-related conflicts "weigh heaviest on those who bring the largest personal investment" (p. 167). It appears that distinctive physical educators do not have high aspirations for coaching careers. They seem to have as much, or more, personal investment in their teaching as in coaching.

Distinctive physical educators are conscious of the "differences in role skills and attitudinal dispositions demanded in coaching and those required in teaching" (Locke & Massengale, 1978, p. 164). For male distinctive teachers, realizations of the need for expectations, attitudes, and teaching practices different from those prevailing in coaching are difficult to achieve in the early years of teaching. Characteristic attitudes and habits of the coaching ethos influence teacher performance. Encouragingly, however, distinctive teachers make the necessary adjustments and become more effective in motivating and meeting the needs of nonathletes encountered in the teaching role.

The following analogy proposes a somewhat different perspective of the unusual and serious nature of dual role conflicts addressed above. Imagine the attitude school administrators would have towards teachers "moonlighting" by accepting a second job which required great amounts of the teacher's time and energy, often beginning immediately at

the end of the school day. Further, suppose such a job entailed traveling, arriving home late at night, distracted the teacher during the school day (including newspaper interviews), and affected teacher attention and personality during classes. Administrators would disdain employment by teachers in an after school position which received greater priority, by many teachers, than does teaching during the regular school day. Paradoxically, this is the situation in which physical education teachers are willingly, often demanding, placed when given coaching assignments. Physical education teacher/coaches who occupy such positions and minimize the effects of moonlighting (coaching) are indeed distinctive.

Maintaining teaching interest and enthusiasm. Given the difficulties of coping with dual role conflicts, the repetitiveness of teaching, and other teaching realities, it is not surprising that the initial enthusiasm and effort does not persist over the years. Distinctive physical educators, by definition and confirmed by observation, continue to strive to improve and maintain enthusiasm in their teaching.

In spite of realizing that all children cannot be reached, distinctive teachers continue to follow their commitment, not knowing which children will be reached. Efforts to learn more about students appear to help maintain their personal investment in teaching.

Although distinctive teachers vary their teaching activities to maintain an element of novelty, most of them feel that it is also beneficial to engage in summer activities which helps them to come back to school rejuvenated. Young teachers, for whom financial gain in summer may be essential, are encouraged to seek summer employment which differs from their year-long duties.

Implications for supervisors. Most distinctive teachers feel that praise from principals encourages persistence of quality and should be increased. Another way for principals to enhance persistence is to involve teachers in the total school life. Teachers should be consulted regarding nonsport matters. Good physical education teachers know the students well and can give valuable input to school decisions. Teacher expertise and creativity in curriculum and teaching ideas should be respected by principals and other supervisory personnel.

Supervisors should establish in-service seminars encouraging the mutual exchange of ideas that are meaningful to teachers. Teachers should be encouraged to take a day off to observe good programs and teachers in other schools.

The following suggestions are specifically related to problems encountered by the physical education teacher/coach. Administrators must show concern about the quality of physical education instruction, not just interscholastic

team progress. This may require a special effort by many principals since they are former coaches and/or athletes. Policies should be implemented which discourage allowing coaching demands to interfere with teaching. An example of this is to prohibit teacher/coaches from talking with reporters during class (by phone or in person). Scheduling of teacher/coaches should reflect consideration of the special demands of coaching, whenever justified and possible. This might result in the physical educator being scheduled to engage in a study hall, planning period, or other non-teaching duties in the latter periods on regular game days. Finally, principals who truly desire a quality physical education program should consider alternatives to staffing coaching positions with teachers of physical education. When hiring physical education teacher/coaches, teaching related recommendations should be considered as well as coaching success.

Teacher Education

The following speculations pertain to formal attempts and informal learnings which comprise a teacher's education. Pre-service and in-service analyses and implications are inferred from data of this research, namely, the comments of distinctive physical education teachers throughout the interviews and between classes.

The student. At least three important influences on the prospective teacher's interpretation and personal identification with ideas encountered in professional preparation should be considered by teacher educators. First, the prospective teachers should be regarded as individuals who have already developed many of the personal qualities which will guide and affect both their response to pre-service education and to the actualities of teaching encountered. The values and concerns already acquired predispose the prospective teacher in powerful ways. Teacher educators would do well to consider the prior learnings and concerns of their students.

The second influence of note is a key source of those prior learnings. The beginning physical education major has previously learned a great deal about teacher roles and behavior from being a participant observer for 12 or more years of schooling. Unfortunately, the "major" student may have experienced few desirable models of physical education teaching and curricula. Distinctive teachers, however, overcome the tendency to model after their own limited experiences but educate themselves according to self-chosen alternatives. The possible delayed acceptance of new ideas encountered in pre-service education and other effects of participant observation should be studied further.

It can be noted, however, that distinctive teachers generally responded to their "in-dwelling" experiences in one of two ways. The prospective teacher may endorse or reject the model observed. Obviously, a middle-ground reaction is possible; however, distinctive teachers tend to have either identified with, or rebelled against, the teaching and program models experienced. Differences in receptivity to ideas espoused by teacher educators warrant consideration.

A third powerful influence for most physical education majors is their prior, and possibly current, participation in interschool athletics. Characteristic sentiments and behaviors of the coaching ethos are often not distinguished as different from those which may be more appropriate for teaching the more heterogeneous groups encountered in physical education classes. It is not surprising that coaching athletics is confused with teaching physical education since most of the role models experienced for each responsibility are observed by the student/athlete in one person, the teacher/coach. Indeed, most physical education majors see themselves as teacher/coaches, or coach/teachers.

Distinctive teachers either identified with, or disdained, the coaching model experienced when they were students. The former response seems to occur more often. Distinctive male physical educators consistently report

problems in realizing that flexible attitudes and behaviors are needed to become an effective teacher with students of varied backgrounds and abilities. None of the teachers in the present study reported adequate realization of these disparate role behaviors during in-service education.

A few prospective teachers are sensitive to the effects of athletic-oriented teaching on the non-athlete during their public school physical education. Most are not. All distinctive teachers interviewed now have such an awareness.

Research seeking useful comprehension of the socialization of students in the coaching ethos and its impact in teacher education is urgently needed. Longitudinal studies are recommended.

Pre-service education. The strong recommendation by distinctive teachers that pre-service teachers receive more and earlier field experiences is endorsed with caution. The quality of those field experiences should be considered as well as the amount and timing of experiences. This is especially true if one is concerned about producing teachers who are distinctively different from the prevailing norm. Learning through participant observation continues as the prospective teacher moves from public school student to physical education major encountering in-service models. Control-oriented teaching practices of some public school teachers may appeal to major students who are concerned with security and practicality. Therefore, it is recommended

that students be placed in field settings where desirable teaching models prevail. Students who have problems in their early teaching efforts may be especially likely to resort to less desirable practices which work quickly and safely. Teacher educators should be involved in the public schools helping these students gain competence in implementing teaching ideas which differ from those commonly practiced. The essential concern for survival and self-confidence should be acknowledged. Only those teacher education institutions which approve the status quo of public school physical education teaching should send students to the schools for direct teaching experiences without regular and competent assistance and supervision from the university.

Influences of public school models, both pre-college and during college, on prospective teachers deserves special consideration. The acknowledgement of imitative teaching and role acting by distinctive teachers; and, their subsequent search for authentic teaching procedures is worthy of notice. Teacher educators should discuss the role acting with prospective teachers and assist, rather than stifle, them in the development of authentic and effective teaching strategies.

Similarly, it is recommended that prospective teachers be confronted with conflicting priorities relative to the occupation of the dual roles of teacher and coach. They

should be helped to comprehend more clearly the distinctions between physical education and athletics. The possible suppression of their good teaching qualities and empathy for the poor performers due to indoctrination into the coaching ethos should be discussed carefully. Distinctive physical educators are aware of the cultural sources of their beliefs and behaviors. They adjust their attitudes and behaviors appropriately for the clientele served.

Another recommendation by distinctive teachers is that prospective teachers should be more closely involved with students and come to know them better. Experiences during student teaching are especially favorable to enriching understanding of students of many types. Prospective physical educators are often limited in their understanding to those types of students with whom they participated in school and college. If they are helped and encouraged to understand other types of students prior to assuming full teaching responsibility, perhaps they will be less threatened and less likely to resort to control and survival strategies in teaching.

The decreasing use of authority and increasing authenticity noted for distinctive teachers brings to mind another aspect of learning through participant observation. It seems logical that prospective teachers also learn about teacher-learner relationships through their interactions

with and observations of teacher educators. If their teacher educators model teacher dominance, then that teaching-learning style is reinforced. If teacher educators espouse teaching-learning strategies which differ from the way in which they teach the major student, then little impact on prospective teachers is likely. If teacher educators hope to counter the many other socializing forces and sources for learning about teaching, then the exhortations of desired teaching behaviors should be modeled for the prospective teacher in teacher education practices. How can one expect teachers to perform in a manner which they have heard about, but never experienced personally? Teachers who are open to change, nondefensive, and continually striving to improve are more likely to evolve from settings where exemplary faculty-student and faculty-faculty interactions are modeled.

Distinctive physical educators generally report learning more from student teaching than from their classes on campus. They rarely refer to any of the "academic" classes as contributing to their eventual teaching success. It appears that certain courses, particularly those which teacher educators believe have implications for professional practice, should be more carefully integrated with the field experiences of students. While distinctive teachers do not

label on-the-job learnings as academic concepts, the investigator recognizes that many of the ideas represent principles commonly presented in college classrooms.

In-service education. Distinctive teachers learn from students in their classes. Love for children and concerned empathy helps the distinctive teacher gain further knowledge and understanding of the dynamics of student-teacher relationships. Conscientious observation of the effects of teaching leads distinctive physical educators to change.

Willingness to learn from other teachers also characterizes distinctive teachers. This is done through learning from cohorts, but should be maximized by opportunities to observe other programs and to participate in weekly or bi-weekly seminars designed to promote sharing among professionals.

Although most distinctive teachers have a master's degree, the conspicuous lack of effect by conventional graduate experiences on distinctive teachers practices is noteworthy. It may be true that graduate education does not contribute anything that is helpful to distinctive teachers in improving their teaching or renewing their enthusiasm. Another consideration, however, is that distinctive teachers were less likely to benefit from graduate study when pursued because they were fairly inexperienced and their motivation was related primarily to salary increases. The investigator

agrees with distinctive teachers' recommendations that most teachers should be discouraged from pursuing graduate study until they have several years of teaching experience. If newly certified teachers are unable to secure a teaching position, it appears that they should postpone graduate study and seek work in other areas to benefit from the additional life experiences.

The conventional attitude of distinctive teachers toward coeducational physical education portrays the problems of, and need for, in-service education. Distinctive teachers might, apparently, benefit from in-service experiences to learn to deal with students of the opposite gender in their classes. It may be, however, that the newness, and infrequent occurrence, of coeducational classes in their settings is primarily responsible for distinctive teachers' concerns regarding coeducational classes. It is projected that, in time, the teachers would adjust their teaching to be both effective and more comfortable with coeducational physical education. Apparently "sexist" traditions in physical education, however, are deeply rooted and make it difficult for in-service educators to promote coeducational programming.

Gender-related perspectives may be reflected in the following scenario of an unexpected pattern which emerged in this investigation. The different perspectives may,

also, exemplify the extensive influence of the athletics syndrome. Distinctive female physical educators have encountered male teacher/coaches who fit the caricature of the coach merely "rolling out the ball" in gym class. Women teachers feel that the men do not teach skills since they are preoccupied with game playing. Distinctive male physical educators perceive women teachers, in general, to be preoccupied with the details of skill teaching. During this study, the investigator came to wonder if both groups are not unduly affected in their own teaching by the stereotypical manner in which they perceive the opposite group. This self-fulfilling prophecy may drive members of each group to teach with even more emphasis on their preferred type of class activity than would occur if no such stereotypes existed.

Closing Remarks

Two recurring themes in this inquiry bear recapitulation. They stand out because of their pervasive and potent presence in the minds and actions of distinctive physical education teachers.

First and foremost, distinctive teachers love children. This seemingly circular finding is reiterated due to its consistent presence and all-encompassing effects. The love for children attributed to distinctive teachers is interpreted

to go beyond the meaning of the phrase, "genuine concern for pupils," used to define distinctive teachers. Circular reasoning or not, the priority of this valuing affects the decisions of teachers in all aspects of their job. It has been reported to foster both gradual and dramatic changes in the learning and behavior of teachers in service. It appears to be related to the distinctive physical educator's ability to overcome the deleterious effects on teaching of the dual role responsibilities of teacher/coach.

The other finding of this inquiry which merits reiteration is surprising, not in its existence, but in its pervasive and strong influence throughout the sample of teachers. The extremely strong affect conveyed through the verbal and nonverbal responses of subjects accentuated the severity and extent of the problem identified. From the first pilot interview to the last interview of this study, the interference of athletics with physical education has stood out. Probing questions regarding teacher/coach role conflict were not needed. Distinctive physical educators are strikingly aware of the influence of the cultural and social power of athletics.

This leads the investigator to an inescapable generalization. The existence of an "athletics syndrome" is identified. This suggestion is not offered frivolously. While the athletics syndrome should not be used as a scapegoat for teacher education's difficulties in improving

the quality of physical education, the syndrome does have considerable impact on students and teachers. Even distinctive physical education teachers, who are cognizant of overcoming some of those effects, may still be affected in subtle and unconscious ways by the athletics syndrome.

The phrase, athletics syndrome, is used to portray a set of circumstances and events which gradually and subtly affect the following: (a) personal qualities of students and teachers, including social and educational beliefs; (b) attitude of prospective teachers toward physical education, especially their perspective in pre-service education; (c) teacher behavior in physical education classes; (d) teacher expectations of students; (e) problems of teachers in maintaining a consistent effort to teach well; (f) expectations by principals for physical education programs; and (g) public images and understanding of physical education and athletics. The athletics syndrome can affect prospective teachers throughout their development--from early childhood socialization, to participation as a student in school physical education, and to experiences as a student in teacher preparation programs.

These two themes, the importance of love for children and effects of the athletics syndrome, appear to be contending influences in the development and persistence of distinctive teachers. Each influence can affect the

teacher's attitudes, decisions, and actions as procedures for teaching and priorities are considered. For distinctive physical education teachers, love of children prevails. Perhaps the greatest failure of teacher education in trying to produce distinctive physical education teachers is the certification of people who do not have unconditionally positive regard for children.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This investigation described the: (a) personal qualities, (b) teaching realities, and (c) perceptions of teacher education of distinctive physical education teachers. A distinctive teacher was defined as one who stands out from the majority of colleagues with respect to: (a) sincere interest and enthusiasm in teaching, (b) genuine concern for pupils, and (c) self-study and continued striving to improve as a teacher.

Subjects studied were six selected teachers of required physical education in public junior high and middle schools in the greater Boston area of Massachusetts. Subjects were in at least their fifth year of teaching. Teacher educators, who participated in a workshop to formulate and clarify indicators of teacher distinctiveness, identified the subjects. A pilot-study was conducted to improve the research procedures.

Audio-taped interviews, on-site observations, and questionnaires were used to obtain data. The primary research tool was an in-depth semi-structured interview.

Open-response questions from the interview guide promoted the emergence of unanticipated information.

Written case study reports used quotations and adhered strictly to respondents' expression of ideas. Selected information on the interview tapes was coded and tabulated. A synopsis of the six case studies was presented. Findings were synthesized and interpreted by the investigator. Discussion included the following: (a) characteristic personal and teaching qualities, (b) teacher goals and satisfactions of teaching, (c) theory-practice dissonance, (d) overcoming survival and control tendencies, (e) adjustment to teaching difficulties, (f) teacher/coach role interference, (g) implications for teacher education and supervision, and (h) effects of the "athletics syndrome."

Conclusions

Based on the sample of teachers examined and within the limitations of this study, the following conclusions regarding distinctive junior high/middle school teachers seem justified.

1. What are the satisfying and dissatisfying aspects of employment as a teacher of junior high and middle school physical education?

Satisfactions of teaching for distinctive physical educators relate primarily to their interactions with children. Immediate signs of pupil enjoyment and success,

as well as long-term effects on pupils, are important to distinctive teachers.

Distinctive teachers' greatest dissatisfaction is not being able to reach every child. Distinctive teachers are satisfied with the self-motivation of students and do not encounter serious discipline problems. The most persistent difficulties to contend with are the repetition involved in teaching over the years and the impact of athletics in physical education.

2. What aspects of the in-service situation do distinctive teachers find to be particularly helpful in maintaining their distinctiveness?

Persistence of quality teaching is fostered by the distinctive teacher's concern for and learning from children. Long-term enthusiasm in teaching is enhanced by opportunities to vary teaching activities and to engage in summer activities which differ from school employment.

3. What personal qualities characterize these teachers?

Distinctive physical education teachers love children. These teachers are also characterized by: (a) authenticity, (b) empathy, (c) impartiality, (d) individuality, and (e) openness.

4. To what extent do these teachers think that the experiences encountered and qualities developed prior to professional preparation contributed to their eventual persistence and success in teaching?

Personal qualities which lead to the distinctive teachers' concern for children and to their ability to relate well to children are largely developed prior to professional preparation.

5. What, if anything, do the distinctive teachers think should be done in professional preparation and/or in-service education to increase the likelihood that more teachers will continually strive for high quality teaching?

Distinctive physical education teachers believe that professional preparation of teachers should include early, regular, and extensive field experiences.

Observations of programs and good teachers of other schools is perceived most strongly as a valuable formal in-service activity. Distinctive teachers improve their teaching through observing children carefully. Ideas gained in conjunction with supervising student teachers help the distinctive teacher to keep up with newer activities and approaches to teaching.

Graduate study has been valuable for salary increases; not for improvement of teaching. Distinctive teachers believe that novice teachers should not pursue graduate

study until they have gained considerable experience in teaching.

Recommendations

This research has raised more questions than it has answered with certainty. Further study of the findings discussed in this report is recommended. Recommendations for future research follow.

1. This investigation should be replicated with distinctive teachers in other educational settings. Care should be exercised to insure that teachers sampled are those who are concerned for all types of pupils.

2. Research should be designed to identify the characteristic personal qualities and teaching approaches of both outstanding and average physical education teachers. Possible differences with regard to the following should be examined carefully: (a) personal attitudes toward children, individuality, conformity, and use of authority; (b) actions to motivate and discipline students; and (c) the nature of interactions with students who show varied degrees of skill, fitness, aggressiveness, and conformity.

3. Longitudinal studies of physical education teachers should be initiated. Understanding of how distinctive teachers evolve will be enhanced by long-term

observation of and interaction with teachers. Longitudinal research is required to comprehend change in perceptions and actions.

4. Investigations which focus on how and why teachers change throughout their careers should be conducted. Predispositions and specific stimuli of change should be identified. Differences between teachers who make gradual or subtle changes versus those who make more rapid or substantial transformations should be noted.

5. Future studies should use procedures to examine in depth the sources of teacher behavior and teacher attitude. The role of teacher education and the athletics syndrome should be examined. Research should be conducted on student socialization through participant observation, particularly by the coaching ethos.

6. Intensive studies utilizing frequent interviews and observations of beginning teachers should focus on how they perceive and react to the realities of teaching. Adjustments in thinking and behaving should be noted and concurrent interviews could probe to discover the reasons for particular responses.

7. Research should examine the effects of future teacher education efforts to educate pre-service teachers with regard to: (a) teacher/coach role differences and conflicts, (b) effects of the athletics syndrome, (c) effects of participant observation, (d) survival and

control tendencies of young teachers, and (e) how to change physical education programs and practices. Particular attention should be given to differences in the pre-service teachers' receptivity to ideas which are new to them.

8. Cooperative research ventures involving two or three teacher education faculties are recommended for consideration. Longitudinal studies of teacher education programs and students are needed. Anonymity of information must be guaranteed to students and graduates if full and honest disclosures are to occur. The need for confidentiality and the constraints of finances and time may be satisfied by institutions cooperating in examining the immediate and long-term effects of each other's teacher education programs.

9. Studies, with purposes similar to the present inquiry, should insure that the following are achieved:

- (a) conduct pilot studies in which the interviewer practices eliciting subject responses through indirect questioning,
- (b) define distinctive teacher in a manner which reduces the opportunity for circular findings, and
- (c) adhere to research procedures which enhance the emergence of unanticipated findings.

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APPENDIX A

WORKSHEETS FOR IDENTIFICATION OF INDICATORS
OF TEACHER DISTINCTIVENESS

INDICATORS OF TEACHER DISTINCTIVENESS

A "distinctive" teacher stands out from the majority of immediate colleagues with regard to:

A. SINCERE INTEREST AND ENTHUSIASM IN TEACHING

Non-Teaching Indices (pre- and post-active)

Teaching Indices (active in teaching)

INDICATORS OF TEACHER DISTINCTIVENESS

A "distinctive" teacher stands out from the majority of immediate colleagues with regard to:

B. GENUINE CONCERN FOR PUPILS

Non-Teaching Indices (pre- and post-active)

Teaching Indices (active in teaching)

INDICATORS OF TEACHER DISTINCTIVENESS

A "distinctive" teacher stands out from the majority of immediate colleagues with regard to:

C. SELF-STUDY AND CONTINUED STRIVING TO IMPROVE AS A TEACHER

Non-Teaching Indices (pre- and post-active)

Teaching Indices (active in teaching)

APPENDIX B

INDICATORS OF TEACHER DISTINCTIVENESS

INDICATORS OF TEACHER DISTINCTIVENESS

A. Sincere interest and enthusiasm in teaching:

Teaching indices -

1. shows enthusiasm, exuberance by smiling and other non-verbal (body language) signs
2. encourages students to extend themselves to improve (be it knowledge, skill, fitness...)
3. gives individual feedback to students
4. is focused on students -- alert -- observant
5. tries new ideas and approaches to teaching (also generates new ideas and adaptations)

Non-teaching indices -

1. does things to keep up with new ideas on teaching (reading, courses, workshops)
2. attempts to develop additional resources/facilities for teaching
3. willingly talks with others about teaching (informal sharing of ideas and information, asks questions about new ideas and about observer's suggestions to improve)
4. pupils reflect enthusiasm of teacher and interest in activity

B. Genuine concern for pupils:

Teaching indices -

1. takes time for dialogue, gives individual attention
2. provides for some success for each child regardless of level
3. gives corrective feedback without ridiculing or embarrassing the child
4. seeks and notices the good in each child

5. discourages peer ridicule
6. notices unusual things about individuals -- changes from one day to another
7. encourages fairness (in attitude as well as practice)
8. conveys positive expectations to students, and maintains positive class climate
9. is involved in student learning and progress
10. assures safe and pleasant environment -- does not let other priorities or problems endanger students

Non-teaching indices -

1. surveys needs and interests of students
2. plans lessons which account for various ability levels
3. is involved in experiences of students outside of class (school and non-school)
4. invites student opinions during small group or individual discussions/meetings
5. is aware of students personally, knows related background information, talks with guidance staff
6. is available outside of class to students
7. keeps records to give students feedback on their progress (not simply for grading)

C. Self-study and continued striving to improve:

Teaching indices -

1. encourages and utilizes feedback from students
2. carefully observes students, evaluating effects of teaching throughout lessons
3. seeks observation and feedback of teaching (has lessons video-taped for self-review)

4. reflects willingness to change by way questions are asked or answered
5. reflects increasing knowledge and awareness in discussions
6. actually changes practices
7. teaches with goal in mind, tries to tie lessons together

Non-teaching indices -

1. initiates dialogue on how to improve (methods content organization, understand learning...)
2. broadens self by reading; attending professional meetings, workshops, courses, observing other teachers and programs
3. changes plans when not succeeding
4. takes specific steps to improve on weaknesses (not just attending what is offered, but seeking out...)

APPENDIX C

LETTER OF ORIENTATION TO SUBJECTS

December 27, 1978
Packers Falls Road
Durham, NH 03824

Dear

I am on the faculty in the Department of Physical Education at the University of New Hampshire. The purpose of this letter is to ask for your cooperation in my doctoral research. The title of the study is "Distinctive Physical Education Teachers: Personal Qualities, Perceptions of Teacher Education and the Realities of Teaching." This dissertation research is to satisfy part of the requirements for the Ed.D. degree from the University of North Carolina at Greensboro.

Following a careful procedure to identify distinctive physical education teachers, you were recommended as a teacher who meets the special selective criteria. The enclosed information will orient you to my study and inform you of the nature of your involvement should you decide to participate. I have endeavored to keep the time requested of subjects to a minimum. I seek your help as I believe that research on teaching and teacher education must begin going to the most valid sources for information--the public school physical education teachers. In the process, we need to document more clearly what being a physical education teacher is really like if teacher education is to be more responsive and effective. This requires first-hand information from the teachers so employed.

I hope that you share my interest in the problems addressed in this study. I will contact you soon to answer any questions that you may have and to ask for your participation in the study. Thank you for considering this request.

Sincerely,

Neal Earls

Attachment

Orientation Information to Subjects

This study is concerned with understanding the existence and persistence of truly distinctive physical education teachers. For the purposes of this study, a "distinctive" teacher is one who stands out with regard to: (a) sincere interest and enthusiasm in teaching, (b) genuine concern for pupils, and (c) self-study and continued striving to improve as a teacher.

The research project seeks to answer the following question. What do distinctive teachers of junior high and middle school physical education perceive to be: (a) the nature of their personal qualities, (b) the realities of the teaching experience, and (c) the potential contribution of professional education? More specific questions to be investigated are: (a) what are the satisfying and dissatisfying aspects of teaching, (b) what aspects of employment tend to keep the good teachers going, and (c) what do teachers think should be done in professional preparation and/or in-service education to increase the likelihood that more teachers will continually strive for quality teaching?

The study will request your participation in the following: (a) completion of a brief questionnaire, (b) observation of you teaching for at least half of a school day, and (c) an interview of approximately one hour to be tape recorded. The observation of teaching will be informal and will yield no specific data. The interview will consist of open-ended questions to solicit the subject's responses without undue restrictions imposed by the investigator.

Individual anonymity is guaranteed to subjects for all information gathered in this study. This guarantee will be stated in writing on an "Informed Consent Form" to be completed before any data is gathered. The investigator will not reveal the special nature of your selection or the purpose of your participation to your colleagues. Interview tapes will not include the name of the interviewee. The tapes will be destroyed after completion of all analyses. Information will be presented in the research report without revealing the identity of the individuals or schools involved.

Home Address:

Neal Earls
Packers Falls Road
Durham, NH 03824
Ph. (603) 659-2516

Office Address:

Neal Earls
208 New Hampshire Hall
University of New Hampshire
Durham, NH 03824
Ph. (603) 862-2070 or 2071

APPENDIX D
QUESTIONNAIRE

QUESTIONNAIRE

Subject # _____

I. Personal Data

Date of birth: month _____ day _____ year _____
 Sex: _____ male _____ female
 Height: _____ feet _____ inches Weight: _____ pounds

II. Work Experience

Beginning with current teaching position, please list all full-time jobs held since completion of your undergraduate degree. Continue on back of page if needed.

<u>School</u>	<u>Years</u>	<u>Grade &</u>	<u>Coaching</u>	<u>Other</u>
<u>Name</u>	<u>Employed</u>	<u>Subjects</u>	<u>Duties</u>	<u>Responsi-</u>
				<u>bilities</u>

III. Education

High school: _____ Location: _____

<u>Undergraduate</u>	<u>Years</u>	<u>Major</u>	<u>Degree</u>	<u>Minor</u>	<u>Honors</u>
<u>College Study</u>	<u>Attended</u>				

Additional College Study:

APPENDIX E
INTERVIEW GUIDE

INTERVIEW GUIDE

Teaching Situation

1. What grades do you teach?
How often do you have each student in class?
What is the average class size? the range in size?
Are your classes all of one sex or coeducational?
What percent are coeducational?
2. What other school or activity related responsibilities do you have?
Coaching? What sports and at what level?
Officiating? What sports?
3. How would you rate your facilities here?
Are you pleased with them?
Indoor facilities?
Outdoor teaching stations?
4. How many full-time and part-time staff teach physical education?
How many of each sex?

Initial Career Decision

5. When did you decide to become a physical education teacher?
6. Why did you decide on this career?
What were the major attractions?
Did any people influence your decision?
teachers? parents? coaches?
Can you single out the most important factor in your decision?

Undergraduate Preparation

7. What was your undergraduate preparation like? Did anything stand out to you?

What was student teaching like?

Did you have any field experience prior to student teaching?

Early Years of Teaching

8. What was your first year of teaching like?

Did you encounter any particular problems?

What kinds of adjustments, if any, did you make in your first few years of teaching?

Did you experience any kind of "reality shock" in your first few years of teaching?

9. Were there any noticeable differences in new teaching situations experienced after the first year of teaching?

Employment Changes

10. Why did you change from one job to another?

What were the reasons: attracted to? or trying to get away from?

Perceptions of Self

11. Describe yourself as a teacher.

What are you like?

What are you really trying to accomplish?

What types of student progress/changes do you look for?

Which thing is most important to accomplish?

12. Do you regard yourself as a successful teacher?

Why?

To what do you attribute your success?

In what way would you like to be more successful?

13. Do you perceive yourself to be different from most physical education teachers?

How so?

14. Are you different now from what you were like in your first year or two of teaching?

What has caused the changes?

What have you done to improve as a teacher?

Perceptions of Teaching Realities

15. What are the satisfying or rewarding aspects of being a physical education teacher for you?

Which of these is most satisfying?

16. Are there any dissatisfying aspects in your job?

What makes it difficult for you to do a really good job as a teacher?

Does the dual role of teacher and coach affect your teaching?

Do you think that it affects the teaching of others?

Reflections on Persistence

Role of summer activity

17. What do you do in the summers?

Have you always done that? If changed, why?

Do you think that doing something quite different from your school job in the summer helps you to come back "rejuvenated" each year?

What can be done?

18. What do you think should be done to increase the number of teachers who stay vitally involved in their teaching?
19. What, if anything, can be done in teacher preparation?
20. What should be done after the teacher is on the job?

In-service education?

School situation/administration?

Role of early personal qualities

21. Thinking back to what you were like personally before college, do you believe that those personal qualities had much to do with your eventual success and persistence in teaching?

Summarizing

22. Why do you stay in teaching? What keeps you going?
23. Looking back at all we have discussed, what stands out to you as most significant to your continuing to be the kind of teacher that you are?

APPENDIX F
INFORMED CONSENT FORM

INFORMED CONSENT FORM*

Study of Distinctive Physical Education Teachers

I understand that the purpose of this research is to study: (a) the qualities of distinctive physical education teachers, (b) the nature of their experiences, and (c) their perception of the role of teacher education in developing such teachers.

I confirm that my participation is entirely voluntary. No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the project.

I have been informed of the procedures that will be used in the study and understand what will be required of me as a subject.

I understand that all of my responses, written/oral/observation of teaching, will remain completely anonymous.

I understand that a summary of the results of the study will be made available to me at the completion of the study if I so request.

I wish to give my voluntary cooperation as a participant.

Signature

Date

Address-School

City

State

ZIP

Address-Home

City

State

ZIP

*Adopted by the School Review Committee, School of Health, Physical Education and Recreation, The University of North Carolina at Greensboro.

APPENDIX G

DATA CODING FORMAT

DATA CODING FORMAT

Instructions: Note that some items call for a single best answer. Many items permit the marking of a response in more than one category. If the information could not be determined through the interview, then leave the item blank. Realize that the answer to a question may have been given even though the exact question was not asked directly. Listen to the entire tape once before doing any coding. You may rewind and replay portions of the tape to resolve uncertainty about the appropriate response category. Use the "uncodable" category if information on the tape answers the question but an appropriate category cannot be determined, perhaps due to conflicting responses in different portions of the tape.

Mark an "X" in the blank which you believe accurately represents the content of subject responses in the taped interview.

1. When did you decide to become a physical education teacher?

<input type="checkbox"/> junior high	<input type="checkbox"/> before junior high
<input type="checkbox"/> high school	<input type="checkbox"/> after 3rd college
<input type="checkbox"/> college - 1st year	<input type="checkbox"/> year
<input type="checkbox"/> college - 2nd year	<input type="checkbox"/> cannot recall
<input type="checkbox"/> college - 3rd year	<input type="checkbox"/> uncodable response

2. What were the major attractions/influences in your decision to become a physical education teacher?

<input type="checkbox"/> liked activities	<input type="checkbox"/> admired teacher/
<input type="checkbox"/> interest in working	<input type="checkbox"/> coaches
<input type="checkbox"/> with kids	<input type="checkbox"/> parental input
<input type="checkbox"/> interested primarily	<input type="checkbox"/> job availability
<input type="checkbox"/> in coaching	<input type="checkbox"/> job security
<input type="checkbox"/> working hours	<input type="checkbox"/> other
<input type="checkbox"/> summer vacation	<input type="checkbox"/> uncodable response

3. Can you identify the single most important factor in your decision to become a physical educator?

<input type="checkbox"/> no single factor stood out alone
<input type="checkbox"/> yes, (if yes, circle that reason in item 2)
<input type="checkbox"/> uncodable response

4. What is the most important thing that you try to accomplish through your teaching?

- | | | | |
|--------------------------|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | skill development | <input type="checkbox"/> | student attitude |
| <input type="checkbox"/> | fitness development | <input type="checkbox"/> | toward activities |
| <input type="checkbox"/> | knowledge gained | <input type="checkbox"/> | enjoyment and fun |
| <input type="checkbox"/> | improved self-respect | <input type="checkbox"/> | for students during class |
| <input type="checkbox"/> | acceptance of and respect for peers | <input type="checkbox"/> | improvement by each student in any way |
| <input type="checkbox"/> | motivate students | <input type="checkbox"/> | other |
| <input type="checkbox"/> | to participate with good effort | <input type="checkbox"/> | uncodable response |

5. Do you regard yourself as a successful teacher?

- | | | | |
|--------------------------|----------------|--------------------------|---------------------------|
| <input type="checkbox"/> | definitely yes | <input type="checkbox"/> | does not know for certain |
| <input type="checkbox"/> | sometimes | <input type="checkbox"/> | uncodable response |
| <input type="checkbox"/> | definitely no | | |

6. In what way would you like to be more successful?

- do better job in certain activity units
- "reaching" the students who I have not yet "reached"
- helping students feel better about themselves
- helping students be more accepting and respectful of one another
- having more cooperation by students with teacher
- attaining skill, fitness or knowledge objective
- motivating students to participate vigorously
- changing student attitude toward activities
- other
- uncodable response

7. Do you perceive yourself to be different from most physical education teachers?

- definitely yes and to a considerable degree
- yes, but only slightly different
- yes, but only with regard to opposite sex
- no, essentially not much different
- definitely not
- subject is uncertain how he/she compares
- uncodable response

8. What is the most satisfying or rewarding aspect of being a physical education teacher?

- interaction with students
- seeing students smiling, happy
- seeing development/progress of students
- doing a job that allows me to be myself
- seeing positive effect on students in later years
- knowing I have helped students "in the long run"
- recognition, praise
- other
- uncodable response

9. What are the dissatisfying aspects of your job?

- | | |
|--|--|
| <input type="checkbox"/> job is not dissatisfying | <input type="checkbox"/> coaching pressures |
| <input type="checkbox"/> not being able to "reach" every student | <input type="checkbox"/> inadequate budget |
| <input type="checkbox"/> large classes | <input type="checkbox"/> discipline problems, student behavior |
| <input type="checkbox"/> poor facilities | <input type="checkbox"/> administration of dressing out, showering, and use of lockers |
| <input type="checkbox"/> poor administrative leadership | <input type="checkbox"/> other |
| <input type="checkbox"/> teaching schedule | <input type="checkbox"/> uncodable response |
| <input type="checkbox"/> low esteem | |

10. What makes it difficult for you to do a good job teaching?

- | | |
|--|---|
| <input type="checkbox"/> having students too infrequently | <input type="checkbox"/> large classes |
| <input type="checkbox"/> repetition throughout the years | <input type="checkbox"/> coed classes |
| <input type="checkbox"/> wide range of student ability in classes | <input type="checkbox"/> coaching duties |
| <input type="checkbox"/> problems with facilities | <input type="checkbox"/> poor scheduling |
| <input type="checkbox"/> time consuming details with dressing out, showers and lockers | <input type="checkbox"/> lack of administrative support |
| | <input type="checkbox"/> student apathy |
| | <input type="checkbox"/> other |
| | <input type="checkbox"/> uncodable response |

11. Does the dual role of teacher and coach have an undesired effect on your teaching?

- | | |
|---|---|
| <input type="checkbox"/> no, not at all | <input type="checkbox"/> yes, it is severe problem |
| <input type="checkbox"/> only to a quite small degree | <input type="checkbox"/> yes, but not all of the time |
| <input type="checkbox"/> not applicable | <input type="checkbox"/> uncodable response |

12. Does the dual role affect the teaching of other physical educators in an undesired way?
- | | | | |
|--------------------------|----------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | no, not at all | <input type="checkbox"/> | yes, it is a problem for many |
| <input type="checkbox"/> | yes, at times | <input type="checkbox"/> | yes, but only slightly |
| <input type="checkbox"/> | yes, but only male coaches | <input type="checkbox"/> | uncodable response |
| <input type="checkbox"/> | other | | |
13. What, if anything, can be done in teacher preparation to increase the number of teachers who eventually stay vitally involved in their teaching?
- addition of certain classroom courses
 - more field experience prior to student teaching
 - more personal involvement with school children
 - seminars with other professionals who work with children, guidance, etc.
 - facilitate wise career decision
 - help students understand problem children
 - recruit students who are "naturally" going to be good with kids
 - nothing that teacher preparation can do about it
 - other
 - uncodable response
14. What should be done after a teacher is on the job to increase the number of vitally involved teachers?
- improve salaries considerably
 - increased backing from administrators
 - in-depth workshops
 - short workshops
 - visit other school programs
 - provide curriculum guides
 - consult physical educators' opinion on other school/child matters
 - better supervision
 - more frequent supervision
 - more praise and recognition by administrators and supervisors
 - bring teachers together more to share ideas in some format
 - other
 - uncodable response

APPENDIX H

RELIABILITY OF DATA CODING

RELIABILITY OF DATA CODING

Taped Data Source	Inter-coder PA	Intra-coder PA
Pilot study #1	91.7%	
Pilot study #2		97.1%
Pilot study #3		97.2%
Main study #1	96.3%	
Main study #2	96.7%	
Main study #3		96.0%
Main study #4		100.0%

Note: PA = proportion of coder agreement