

Exploring Factors Influencing Preservice Physical Education Teachers' Value Orientations during the Teacher Education Program

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Abstract

The purpose of this study was to explore factors influencing preservice physical education teachers (PTs)' value orientations during their teacher education program. Six participants enrolled in the final student teaching semester were selected to collect qualitative data from formal and informal interviews and writing assignments. The constant comparison was used to analyze all coding data (Lincoln & Guba, 1985). The constant comparison using the open, axial, and selective coding is concerned with the inductive generation and suggestion of categories with comparison of all data collected. This study took a couple of steps such as triangulation, member check, prolonged engagement to increase the trustworthiness of data as reliable and valid during the process of data collection and interpretation. The coding process led to the emergence of two primary themes such as professional socialization and organizational socialization. First of all, the professional socialization theme captured the course work and teacher educators followed by the teacher education program PTs encounter prior to the course of student teaching in relation to their value orientation. The professional socialization theme identifies how PTs' experiences in leaning to teach physical education, prior to student teaching, influenced them to form their value orientations, mainly DM, LP, EI. Second, the organizational socialization theme that emerged discusses 'cooperating teachers' connected with 'observing lessons' and 'working together' as well as 'contextual factors' such as 'student behavior/attitude' and 'learning ability', 'class schedule', and 'school levels' as potential facilitators or barriers to PTs' value orientations. In the organizational socialization theme, the PTs were influenced by the overall value orientations. In discussion, implications for PETE are provided to prepare PTs to design and implement a balanced curriculum based on the five national standards for K-12 physical education.

Key words: factors, preservice physical education teachers, value orientations, student teaching

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Introduction

Teachers could select various content for student learning because there are a lot of things to accomplish curricular goals (Schubert, 1990). In this case, physical education teachers are comparatively free to select content and sequence based on the district, state, and national standards when compared to teachers in the area of academic subject like science, mathematics, etc (Kulinna, Brusseau, Ferry, & Cothran, 2010). Ennis (1992a) stated that physical education teachers' educational values affect their decision on curriculum. Beliefs as cognitive, affective, and behavioral components lead to action when they are strong and activated (Shields & Bredemeier, 1995). Pajares (1992) stated that teachers' belief systems guide and affect their behaviors and decisions related to teaching. Likewise, teacher beliefs are equally likely to influence teachers to determine their behaviors in relation to teaching practice influencing the learning outcomes of a given curriculum. As beliefs are thought to drive actions to achieve their own educational goals, the perceived relationship between beliefs and actions becomes necessarily interrelated (Cothran & Ennis, 1998).

The theoretical framework of educational value orientations was investigated to provide a lens to view teachers' beliefs on teaching and learning. Value orientations reflect teachers' educational beliefs about what students should learn, how they should engage in the learning process, and how learning should be assessed (Ennis, 1992b, 1994; Jewett, Bain, & Ennis, 1995). Ennis and Chen (1993) and Jewett, et al. (1995) presented five value orientations, including disciplinary mastery (DM), learning process (LP), self-actualization (SA), social responsibility (SR), and ecological integration (EI). These value orientations impact curricular planning and decision making in physical education as they lead to different educational priorities. Value orientations provide insight into the nature of various learning goals and practices based on the NASPE standards for K-12 physical education.

Occupational socialization including professional and organizational socialization is a process in which an individual learns what behaviors and perspectives are desirable within a professional role (Templin & Schempp, 1989). In the teaching context, occupational socialization considers interactions between individuals and social influences as well as institutions in which people are socialized. Teachers' beliefs, behaviors, and attitudes regarding what is necessary to be a teacher are influenced by the process of socialization (Templin & Schempp, 1989). In addition, the occupational socialization plays a crucial role for teacher educators in giving insights into some factors attracting preservice physical education teachers (PTs) to the physical education profession, and how the factors influence their professional preparation. Accordingly, understanding occupational socialization processes can help determine what aspects appear to influence PTs' beliefs about teaching physical education.

Professional socialization is the process through which PTs develop their values, sensitivities, skills, and knowledge about teaching physical education as most worthy (Lawson, 1983a). A teacher educator

should be able to challenge PTs' existing beliefs if they perceive the beliefs to be faulty, otherwise they may leave their teacher education programs untouched (Schempp & Graber, 1992). Matanin and Collier (2003) reported that PTs assimilated program messages into their beliefs about content, teaching effectiveness, and the importance of planning. On the other hand, they tended to reject the philosophy of their program about assessment of student learning, and emphasized student participation and effort in learning activities rather than holding students accountable for learning. In addition, according to Templin and Schempp (1989), PTs during their teacher education have expectations about their program, curriculum, and teacher educators as well as about their lives as student teachers in a school setting. They also stated that when the expectations of PTs are congruent with those of teacher educators, the professional socialization can be supported, whereas when their expectations are not congruent with each other, the socialization is impeded.

Organizational socialization based on the effect of the workplace is "the process by which physical educationists learn the knowledge, values, and skills required by the work organization" (Lawson, 1986, p. 108). Teachers often do not engage in what teacher educators think teachers should be able to do because of the influence of work organizations on teachers' expectations, role perceptions, and behaviors (Lawson, 1986). This is because teachers' beliefs and practices are influenced by the school environment in which they work.

To date, there have been research on indicating the change of educational beliefs and value orientations. For example, the beliefs of PTs are sometimes changed across their preparation program as professional socialization (Kern et al, 2021). In addition, Solmon and Ashy (1995) indicated that the value orientations of physical education PTs are not stable but fluctuated. In terms of the changes of value orientations, SR value orientation of physical education PTs was significantly changed across the student teaching experiences (Choi & Lee, 2021). Through identifying the previous research, it is crucial to be aware of what makes it possible to change PTs' value orientations as influential to design and implement a balanced curriculum based on the five national standards for K-12 physical education. However, there has been little research on finding out some factors influencing the changes of PTs' value orientations as we look into a physical education teacher education (PETE) program.

The significance of this study lies in exploring some factors influencing PTs' value orientations. The fact that limited research exists on the degree to which specific components influence PTs' value orientations requires curriculum researchers to more deeply understand what facilitators and constraints exist in PTs' learning to teach. Understanding possible influencing factors can be important because value orientations influence instructional behaviors and teaching practices (Solmon & Ashy, 1995; Chen & Ennis, 1996). Thereby, this study may enable teacher educators to more effectively organize teacher education programs, especially student teaching experiences, beneficial for PTs in training. Therefore,

it is essential that we know what opportunities and barriers exist during student teaching to influence value orientations of PTs. As such, this study is highly relevant for teacher educators designing curriculum in their PETE programs in terms of providing PTs with better opportunities to develop their value orientations corresponding to their program goals.

The purpose of this study was to explore factors influencing PT's value orientations during their teacher education program. Based on the purpose, the research question of this study is established as follows: What is possible facilitators and barriers that influence PT's value orientations?

Methods

Participants

Six (3 females and males) out of 14 physical education majors were selected for this study. They were enrolled as a senior in the course, titled "Directed Student Teaching in PE" as their required course to graduate from their teacher education program offered by the University located in the state of the South Carolina in United States of America. Initially, 14 physical education majors were asked to complete Value Orientation Instrument-Short Form (VOI-SF) allowed to identify how PTs prioritize the five value orientations such as DM, LP, SA, SR, and EI. Based on the result from the VOI-SF, the six participants out of 14 advocating various types of the value orientations were selected for this study. This sampling strategy allowed this study to examine PTs who advocate subject-oriented values of DM and LP and learner/social values found in SA, SR, and EI (Ennis, Rose, & Chen, 1992; Solmon & Ashy, 1995).

Data Collection

This study employed qualitative data collection techniques such as formal and informal interviews, writing assignments, field notes from observations to gain further insight into PTs' value orientation and explore some factors influencing their value orientations during their teacher education program.

Formal interviews. Three formal semi-structured open-ended interviews with the participants were conducted across three times at the beginning, middle, and end of the student teaching semester. The formal interviews were conducted by asking pre-designed questions, but also left room for expansion to more deeply explore participants' responses. The interview questions have been pilot tested with four Ph.D candidates majoring pedagogy and experiencing student teaching in their undergraduate PETE programs. First interviews in the beginning of the semester were to examine their learning experiences during teacher education program as well as state some factors influencing their PE career decisions. At entry into student teaching, the interview questions were asked about the courses of

their teacher education they feel prepared the most to be a better student teacher. In the end of each of first and last placements, the interviews were to examine what aspects of student teaching experiences PTs view as most and least important about the purpose of physical education. The interview questions were asked about positive and negative experiences during the past school placement as well as some reasons on the experiences.

In terms of procedures of the formal interviews, the first interview took place on the second day of the scheduled first orientation prior to starting for student teaching. The second interview took place at the midpoint of the semester at the completion of their first placement. The third interview took place at the completion of the last student teaching placement. Each interview took approximately 30 to 40 minutes. The interviews were audio recorded to and transcribed.

Informal interviews. The informal interviews were intended to help this study gain additional data that would help conduct second and third formal interviews in terms of having further interview questions related to the research question of this study. Specifically, I attempted to look for some instances of how various value orientations of PTs are played out in an authentic setting and negative and/or positive experiences in their teach lesson influencing their value orientations. Informal interviews were conducted through the two post-observation conferences in each placement to ask about what I observed during their teach lesson. Data from these informal interviews will be collected in school sites as what is normally required for student teaching. I conducted informal interviews after observing teach lessons in each placement. All of informal interview data were recorded and transcribed.

Writing assignments. This writing assignments being done in the PEDU 446, titled "Physical Education Curriculum", were collected from each participant across the same periods as being done of formal interviews to additionally examine their learning experiences that might influence their value orientations. This assignment consists of the questions each at entry into student teaching and in the completion of each placement. At entry into student teaching, the question is asked about PT's own leaning experiences throughout their teacher education program to see what ways have the program influenced their beliefs what is most important for students to learn in physical education, and how best to accomplish this learning objectives. In the completion of each placement, the question is asked about PT's own leaning experiences throughout their own past placement to see what ways have the learning experiences influenced their beliefs.

Observations. This study conducted two lesson observations for each full participant in each placement to take anecdotal field notes of what I observed taking place in lessons without evaluating. The anecdotal field notes were taken by recording each participant's instructional behaviors related to teaching practices that shed light on the value orientations. In addition, the anecdotal field notes were taken about the date and time of the occurrence as well as class materials and student and teacher

behaviors that may influence their teaching practice. The sheets of paper that allowed me to conveniently and quickly record factual observations were used. Data from observations helped shape the focus of formal and informal interviews as well.

Data Analysis

The constant comparison was used to analyze all coding data (Lincoln & Guba, 1985). The constant comparison using the open, axial, and selective coding is concerned with the inductive generation and suggestion of categories with comparison of all data collected. The process of constant comparison stimulated thought that leads to both descriptive and explanatory categories emerging in the data analysis (Lincoln & Guba, 1985). First of all, the data from the formal and informal interviews and writing assignments were analyzed using the open coding to initially categorize data based on the emerging themes related to the research question to reduce data to a small set of the primary themes for this study. Second, the axial coding was used to code more closely precise and specific themes (Strauss & Corbin, 1990) by identifying connections amongst the categories to involve putting data together to code common themes and properties across the categorized data. Third, the categories and interrelationships were combined to extract a storyline illustrating sub-themes under each theme. Likewise, data analysis in interpretive description was conducted through the two main tasks such as identification of themes within coding categories and identification of themes across categories (Knafl & Webster, 1988). The process for analyzing data is presented in table 1.

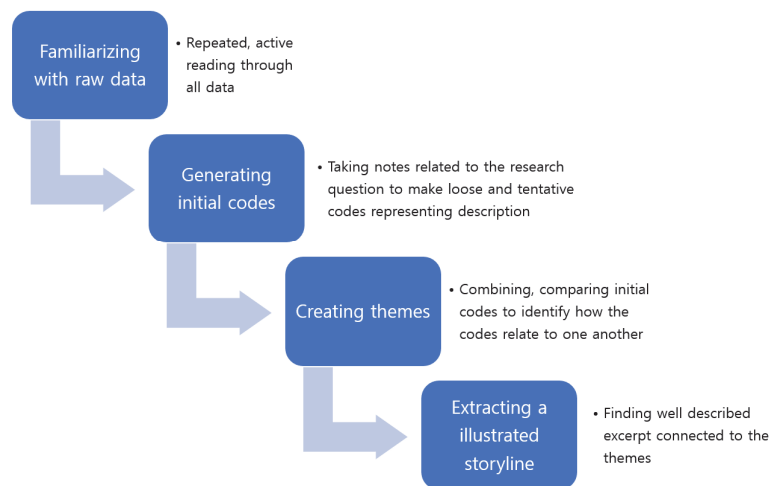


Figure 1. Process of data analysis

Trustworthiness

This study took a couple of steps to increase the trustworthiness of data as reliable and valid during the process of data collection and interpretation. First, triangulation defined as the process of cross-checking theories or data (Patton, 2002) was conducted for data credibility by comparing data across independent sources, such as the formal and informal interviews, writing assignments, and field notes from observations to support findings. Second, a member check after being done of the interview transcripts was conducted with each PT involved in the interviews. This enables this study that can be affected by researcher bias to establish confirmability (Guba & Lincoln, 1989). For the member check, I asked each participant to review each interview transcript after each interview to clarify statements, see whether they agree with the transcribed statements, and add anything that they think might be missing. In addition, I shared major interpretations of data with them in order to provide a confirmation of the analysis. The member check helps this study reduce misinterpretation and confirm the validity of the investigator's research approach to PTs' value orientations (Guba & Lincoln, 1989). In addition, I as a researcher spent enough time in school setting where PTs were placed over the 3 months observing and interviewing participants. This prolonged engagement as a credibility technique permits this study to develop in-depth understanding (Patton, 2002).

Results

The purpose of this study was to explore factors influencing PT's value orientations during their teacher education program. First of all, the data was analyzed to identify PT's learning experiences prior to the course of student teaching which influence their value orientation. Furthermore, the data was analyzed to see possible facilitators and/or constraints influencing their value orientations across elementary school and secondary school student teaching placements.

The coding process led to the emergence of two primary themes such as professional socialization and organizational socialization. First of all, the professional socialization theme captured learning experiences including the coursework and instructors that PTs encountered in their program prior to the course of student teaching in relation to their value orientation. Second, the PT's organizational socialization theme that emerged discusses cooperating teachers related to observing lessons and working together as well as contextual factors such as student behavior/attitude and learning ability, class schedule, and school levels in order to explore as potential facilitators or barriers to PTs' value orientations.

Theme 1: Professional Socialization

The result of this study revealed that a great deal of professional socialization occurred during the teacher education program that influenced PTs beliefs about the purpose of physical education. This echoes the literature on the professional socialization (Lawson, 1983a).

Teacher education program. According to professional socialization, physical education teachers develop their values, sensitivities, skills, and knowledge about teaching throughout their teacher education program (Lawson, 1983a). The PTs in this study were influenced by the coursework and teacher educators they have had in their program.

Coursework. They were also heavily influenced by courses such as biomechanics and physical activity courses that taught them to how to develop content and pedagogical knowledge. The participant five, for example, identified biomechanics as a course that played a beneficial role for her in developing her discipline knowledge helping her to become a better physical education teacher.

Biomechanics, for example, I didn't really like it because I didn't see why I needed to take it to be a PE teacher. I felt that it was more athletic training, and looking back I am able to realize. I am able to break down a skill even better and to know why these are the most important cues. And so, I feel like biomechanics is a good one because you are able to break the skill down and understand why the cues are, you know the most important. 190 [course name], because it introduces you to cues and understanding what skills to teach and the difference between open and closed skills, it's just the beginning of everything (Participant 5, Formal interview, Entry).

This biomechanics class prepared her to be able to more effectively develop students' motor skills based on DM. As another example of the importance of learning experiences in the teacher education coursework, the participant two was influenced by physical activity courses that taught her how to develop motor skills based on DM:

190 [course number] was an introduction to lesson plans and body movement and to look for different cues of skills, which is obviously something that is so helpful because we are going to have to break down the skill for students. So that class was the first class where it really focused on looking at a skill and saying, 'ok, this is how you throw', but you need to know how to make it easier for them (Participant 2, Formal interview, Entry).

Most PTs in this study identified the methods courses they took as the most beneficial learning opportunity of the teacher education program. These courses taught them the pedagogical skills necessary for effective teaching and gave them exposure to children and young adults in school settings. The following extracts offer examples of how methods courses prepared them to be a successful teacher:

I couldn't do anything with skills If I wasn't taught in methods. How to set up lesson plan and

how to deliver that. So it is like, I learned specific things in skills courses and methods taught me how to make those more detail to present those in a correct way to refine them. If you need it, you know, make them harder easier stuff like that (Participant 3, Formal interview, Entry).

The practicum, the elementary and secondary methods, because actually got to lesson plans and go out in the schools and work with the kids. They gave me ultimately hands on experience. It got us used to planning for grade levels of kids and planning for their different skill levels and different actions we were going to see there (Participant 2, Formal interview, Entry).

As far as putting more emphasis on fitness in the later years of education, I feel that my experiences in practicum classes like the secondary methods molded my belief that this is when the students should be taught different types of exercise, because many of them are running out of time as far as playing sports and receiving the health benefits of physical activity in this fashion (Participant 6, Writing assignment, Entry).

Thus, PTs demonstrated the beneficial role of coursework that enabled them to effectively design and teach psychomotor tasks to students, which makes it possible for PTs to mainly reinforce DM and LP.

Teacher educators. In addition to the coursework, professors/instructors also influenced the PTs to understand lesson objectives, how to implement their lessons to accomplish the objectives, and design appropriate content for a physically active lifestyle. Following excerpts are examples illustrate the role of the instructors/professors in helping to develop their value orientations, mainly EI:

There were plenty of times where the PE students complained on what we were going to be learning that day, but through the ways the instructor taught me to be able to personalize and keep it interesting proved to me that their learning outcome was higher. Not only were the students learning the skills quicker, but they wanted to continue to play or learn more about the skills (Participant 1, Writing assignment, Entry).

We always discussed how to teach kids how to be independent with their own physically active lifestyle. That is the overall goal we are learning in this department we want, like, to me, we wanna teach these kids how to be physically active and how to lead a physically active lifestyle. That has been reiterated to us constantly in this program (Participant 3, Formal interview, Entry).

Thus, PTs indicated that their learning experiences based on DM, LP, and EI during the teacher education program prior to student teaching were influential to them in terms of what types of student learning should be accomplished in physical education.

Theme 2: Organizational Socialization

The theme of organizational socialization is centered on factors in the elementary and secondary

school settings during the course of student teaching that might influence PTs' value orientations. The PTs reacted positively and negatively to everyday occurrences during student teaching. Thus, some of what occurred during the student teaching semester served as a facilitator and some of what occurred during student teaching served as a barrier to the PTs value orientations. Specifically, PTs discussed cooperating teachers and contextual factors such as student behavior/attitude, learning ability, class schedule, and school level as shaping their value system.

Cooperating teachers. PTs had an assigned cooperating physical education teacher in each of elementary and secondary placement. The role of the cooperating teacher was to guide the student teaching experience in terms of content, instruction, assessment and assimilation into the school and everyday teaching.

Observing lesson. The PTs clearly recognized the role of their cooperating teacher in helping to plan and implement their lessons. The participant two stressed the influence of her cooperating teacher on planning and implementing content by observing the cooperating teacher's lessons, which makes it possible for her to develop DM:

My cooperating teacher based her units on fitness and was an advocate for improving student's fitnessgram scores. She collected data on her students and then tailored the warm up stations to target those areas that really needed improvement for most. I think her structure, management and over curriculum plan was truly amazing and worked so well. I would like to simulate a curriculum like hers based on fitness to improve student's scores and build on their confidence so they are strong, fit and enjoying PE (Participant 2, Writing assignment, Middle).

They never put them down or anything, and always encourage their skill levels, and used good feedback to help them get better because they really did want them to get better. Um.....they also do a lot of research and data team collection so, it just shows their passion and they do research outside....they gave me a lot of good information and different technique to do and games to play....(Participant 2, Formal interview, Middle).

At the elementary placement, the participant three also addressed that she was greatly influenced by observing her cooperating teacher presenting tasks during a lesson she observed. The cooperating teacher actually played an influential role in reinforcing her belief about promoting kids' motor skills through effectively modifying content for students at various grade levels:

Seeing the way my co-teacher could present the same task to a Kindergartner as he would a 5th grader and to be able to change and modify it to fit the two different developmental levels. I never thought I could ever do that. He showed me how, he showed me that passing to and from with a partner in a soccer game can work with a kindergartner just as well as it can with a 5th grader. It blew my mind, I never thought that it could happen. That was, learning how to modify or tailor

tasks around their developmental level while doing the same task (Participant 3, Formal interview, Middle).

In addition, the cooperating teachers allowed PTs to reinforce their value orientation, mainly EI as they directly saw and experienced the benefit of a certain project corresponding to their value orientations. The participant one, for example, described his cooperating teacher at elementary school who contributed to increasing the level of physical activities of students:

So it was really good to see somebody that cares about the physical aspect of the job..... He had so much on his plate that he was able to show me how he was able to divide it out to each person and give people responsibilities and give me a new aspect of the CSPAP (Comprehensive School Physical Activity Program). It was really good to see that it is possible to do that and to have a successful PE program in your school setting versus one or the other. I only want to gear it towards this right here (Participant 1, Formal interview, End).

As another example illustrating the effect of a cooperating teacher on PTs' value orientation, the participant two described her cooperating teachers at both placements who had a positive impact on her DM value orientation focusing on fitness development:

The two placements I had, the cooperating teachers there were very fitness involved. I saw them conducting the very beneficial fitness warm-up they worked on, cardiovascular they worked on, flexibility, muscular strength, muscular endurance. We often talked about how to get our students involved in fitness development. I just realized I will teach toward psychomotor domain and give them more fitness aspect. So, it was nice to see them they do that in the school they do that in the school and they are fitnessgram they...up to date on all my scores making them sure they are healthy, things like that. I was...I know going into it that I like teaching toward fitness and then my two placements just like reassured that kids really need that fitness aspect (Participant 2, Formal interview, End).

Working together. In addition, the participant four mentioned about how beneficial and negative it was to have his cooperating teacher working with him in the elementary and secondary placement. The following statement illustrates the influences of his cooperating teachers in his words:

He [a cooperating teacher at Title 1 elementary school] would always, like, give me a lot of ideas like modifying games to help motivate kids to engage in class, "oh hey, I just saw you teach your lesson, why don't you try this next time for better class management", or "hey, your overall unit is going good, but let's add this in or take this out". But, He [a cooperating teacher at the high school], he just kind of let me have at it and didn't really give me too much feedback on content or overall unit development or overall content (Participant 4, Formal interview, End).

Thus, his cooperating teacher at the elementary school taught him how to create learning environments where all students are motivated to engage in class activities. This influenced the

development of his EI and SA value orientations. In contrast, the cooperating teacher at the high school level who let him select content he wants for student learning did not influence him to develop his value orientation. The participant appreciated talking to his cooperating teachers about how to teach students in order to accomplish affective learning objectives based on EI and SR value orientation. He stated that

He [his cooperating teacher] and I always talk about how to effectively manage the class to engage all students in learning tasks and how to execute affective teaching during task performances (Participant 4 Informal interview, First placement at elementary school).

The participant five who had same cooperating teacher as the participant four also mentioned about the cooperating teacher as follows:

He talked (to me) about better ways…….I could teach affective domains like cooperation, respect, and things like that…….He had a lot of great ideas about affective learning tasks (Participant 5, Informal interview, second placement at elementary school).

Thus, the participant five who worked with the cooperating teacher on teaching in the affective learning domain was influenced to develop her value orientation of SR centering on teaching cooperation, respect, etc.

Contextual factors. PTs experienced a number of contextual factors in their schools that served as a barrier or a facilitator to their value systems. The contextual barriers and facilitators in this study included student behavior/attitude, learning ability, class schedule and size, facilities and equipment and school level.

Student behavior/attitude. PTs belief system was influenced by student behavior and attitude while participating in class. As illustrated by the following comments, two PTs placed in the title 1 school (Participant 4 and 5) were concerned about class behavior and attitude their students shown during their lessons.

I have got difficulty trying to deal with kids at the elementary [Title 1 school]. Having them acting out……, so I set them against the wall after verbal warning. They weren't even doing that, they were screaming and making a spectacle of themselves (Participant 4, Formal interview, Middle).

At the Elementary, there were numerous behavior and social responsibility issues. Every time the students didn't do what they were supposed to do or broke the rules we would come into the middle of the gym and discuss what went wrong, why it is important to fix the issue(s), and how we could fix the issue(s). This definitely opened my eyes to teaching towards the affective domain and made me rethink what a "win" really was in PE (Participant 5, Writing assignment, End).

You see these kids, you are in first, second, kindergarten, third, fourth, fifth, and they are fighting with each other, they say awful things to each other. So, you can make a difference and change one

kid...change a life why wouldn't you do it. Make them a better person and makes the world a better place (Participant 5, Formal interview, End).

Thus, the student misbehavior influences PTs to recognize that physical education should contribute to personality education based on the SR value orientation that prepares students to enhance their positive social interaction, cooperation, and respect and caring for others. According to a field note taken in observing the participant four's 4th grade class in the title one elementary school, he presented a task for gymnastics and let the students begin to practice. However, he found he often had to stop the class and readdress his expectations for student behavior. This prevented him from being able to implement the planned tasks or accomplish its lesson objective (Participant 4, Field note in first placement at elementary school). In addition, he encountered a number of high school students showing misbehaviors like disrespect to him as their teacher:

As far as the high school I had a lot of negative behavior and a lot of push back because the culture for that school, the PE program was kind of show up and more roll out the ball and let them do whatever they want. Then I came in and tried to actually teach them and have more structured lessons and I got a lot of push back. The students didn't want to do what I wanted them to do and they also disrespected me a lot...(Participant 4, Formal interview, End).

In addition to disrespect from students, inappropriate attitudes toward participating in physical education were found. The participant six, for example, frequently dealt with a few male students and a number of female students who were off task for the majority of the lesson such as just standing with cross-arms or chatting with other peers during task performances (Participant 6, Field note in first placement at high school). These negative experiences PTs encountered in high school influenced the development of the EI value orientation centering on creating learning environments that help motivate all students toward higher levels of participation.

In contrast, some PTs had positive experiences. For these PTs their students were respectful and helpful to the teacher, as well as, proactive and enthusiastic toward taking part in PE class. Students' positive behavior allowed the PTs to pay more attention to presenting psychomotor learning tasks to the students. Following excerpts from several secondary placements exemplify the positive influence of good student behavior and attitude on PTs advocating DM and LP value orientations:

It was just I could tell them at a pretty high level and they knew what I meant and what I expected. I will say, the only thing that I didn't expect was help with equipment setup and pre-class setup and post-class take-down, they were all really helpful with that..... I wasn't expecting that at all, I really thought it was going to me doing all work and stuff (Participant 1, Formal interview, Middle).

There were you know, cooperating, cooperative, they were...enthusiastic...they just love PE overall. And that was great because they made it easy for me to work with them to focus on teaching

psychomotor task performances (Participant 5, Informal interview, First placement at middle school).

The participant five also mentioned about her students showing appropriate and enthusiastic behaviors that influenced her to plan and implement her lesson mainly based off of teaching motor skills. The following statement illustrates how students' behaviors influenced her to focus on student learning based on DM value orientation.

At the middle school, there were hardly any issues with kids acting out or causing a distraction so I geared my teaching towards mainly psychomotor with an emphasis on the cognitive domain and touched on the affective domain a little throughout my units (Participant 5, Writing assignment, Middle).

During an interview, the participant five commented on how good student behavior and enthusiasm allowed her to accomplish her learning goals for DM value orientation:

All kids were very excited and enthusiastic.... They seem to be ready all the time to engage in what I am trying to present..so, I just focused on considering safety and moving around the class to provide some positive and congruent feedback to promote their skills (Participant 5, Informal interview, First placement at middle school).

Student learning ability. The skill level of students PTs found in their school negatively impacted their ability to plan and implement their lessons. PTs viewed student skill level as barrier to what could be accomplished. As PTs encountered low skilled students at secondary schools, they realized that elementary physical education teachers need to more focus on promoting students' motor skills, and secondary physical education teachers need to create more equal learning environments where all students are motivated and actively involved in class activities. As PTs encountered low skilled students that passively took part in class, they reinforced their value orientation, mainly SA. For example, the participant six stated that:

There were a lot of students that I watched that weren't competitive and a lot of them may be because their ability level is lower. So, they couldn't find...they couldn't be competitive because they knew that they weren't good at sports. So, I think... to appeal to them more because a lot of motor skills, you would hope they develop them earlier PE..um...and elementary and middle school (Participant 5, Formal interview, Middle)

I need to figure something out...for low motivated and skilled students to at least move their feet and be active like giving high efforts. So...i need to learn how to effectively plan and implement lessons along with interesting content to students (Participant 5, Informal interview, First placement at high school).

In addition, PTs perceived student learning ability as a barrier to reinforcing student learning for DM along with EI. The following two statements exemplify the importance of promoting skill levels

of all students with diverse skill levels to create equal learning environments that encourage them to lead a physically active lifestyle as follows.

I am gonna always get exposed to all different types of kids...all different types of background to learning level development and manner levels.....So, that's going to be really important to know how to equally teach all of them being such different skill levels.....To me, it's just big positive general aspect for everything for what they are doing for their entire life (Participant 3, Informal interview, first placement at elementary school).

After she built up the confidence and worked on accuracy and ball control, it ended up working. Her teammates were excited she was able to play and she was beyond excited she could participate without being the person who couldn't hit the ball and her teammates getting onto her about being unsuccessful. This let me know that knowing the correct way to execute the skill will always get the job done (Participant 1, Writing assignment, Middle).

In addition, the participant five discussed the positive influence of student skill levels on planning and implementing content:

They (6 to 7th graders) have higher and enthusiastic skill....skill levels for volleyball, and so you are able to do a lot more with that" (Participant 5, Formal interview, Middle).

High skilled students allowed her to present more difficult and complex learning environments based on DM value orientation where they can master motor skills. The participant one also addressed the positive impact of student high learning ability of fitness in the high school on developing the DM value orientation:

I like to see them physically and cognitively understanding fitness content. During the lesson, they [9th grader] seemed to be, you know, very competent and enthusiastic in fitness development....Actually, it allows me to enjoy working out with them and..... teaching them how to develop fitness levels based off of all fitness components in more details (Participant 1, Informal interview, First placement at high school).

Class schedule. PTs recognized class schedule as a factor that influenced their DM and LP value orientation. For example, the participant three demonstrated the impact of the class schedule on her developing the DM value orientation:

With 5 days in a row their memories are a lot better building on from one day to another they are able to progress their skills a lot better because they aren't having to think back to "hey, a week ago this is what we covered, how did she teach us how to pass a soccer ball or how did she teach us to do a forward roll". They know because they just did it yesterday. The class schedule....that blew my mind, to promote their skills based on one specific unit (Participant 3, Formal interview, Middle).

The following excerpt also illustrates her priority for DM.

I wanted to expose the students to as many skills in gymnastics as I could in 5 days (Participant 3, Writing assignment, Middle).

Thus, the class schedule at the elementary school offering five days physical education classes in a row per a month influenced her to develop DM value orientation centering on developing students' motor skills.

In addition, the participant six addressed that an elementary class schedule that allowed him to meet a class once a week made it more likely for him to contribute to student learning based on LP for DM:

Because I only see them once a week for 50 minutes and on a good day they get 30 minutes of real practice time, 20 minutes with a real opportunity to respond with all the management, transitions, and things like that. So, is that... that's not enough time on its own to get them better skill-wise, so you got to stress cognitive and getting them to understand the critical elements and cues and also stress getting them to practice outside of class (Participant 6, Formal interview, End).

I believe that a more emphasis should be put on the cognitive domain. With the limited amount of time in the class, it is unrealistic to expect that high levels of performance in motor skills can be reached through the time in the class alone, but putting an emphasis on the cognitive domain to allow the students to take the cues and critical features home to practice on their own, where the amount of time needed for developing good technique does exist (Participant 6, Writing assignment, End).

Thus, the limited amount of time allowing students to practice skill performances during class influenced PTs to regard the LP value orientation centering on teaching learning principles as a better way for students to enhance motor skills.

School levels. PTs demonstrated a distinction among school levels in terms of the learning objectives students should achieve. For example, the participant two suggested different content and different learning goals each school level should attempt to achieve as follows.

As far as what students should be learning, that depends of the age level of the students. Elementary schools should focus on basic skills for various sports, graham's wheel, and cooperative games to get them ready to play sports with high level of competence and thinking about cooperation and strategy. Middle school level takes the basic skills and implements them into various modified sports games for students to find their interest. Students in middle school are exposed to a great deal of content serving different aspects of their life, physically, mentally and socially. At the high school level, students experience full game play and a more intense environment of sport for everyone to get motivated into and involved in physical education (Participant 2, Writing assignment, End)

Likewise, the participant two indicated that elementary physical education needs to provide students with the opportunity to develop their motor skills. On the other hand, she felt that middle school physical education needs to provide modified games for students' physical, mental, and social development, and that high school physical education needs to focus on creating equal and balanced learning environments for everyone. The following statements specifically exemplify what and how PTs would like to teach at different levels:

In an elementary setting I would expose the students to as much as I could...in order to develop motor skills of a variety of activities. Same with middle school. At this age children need as much exposure to new motor skills as a physical education teacher can give them. In high school I would give surveys to the students to poll their interests and groups students with like interests into classes so that the instruction can go into more depth and be more specialized to better refine the things that these students like (Participant 3, Writing assignment, End).

In secondary I would do surveys to poll student interests and I would have them placed into groups or classes based on those interests. I would have like interests together rather than not similar interests. So if this group enjoys basketball and soccer and volleyball and all of that, I would have them in this class. I'm not saying, leave all the other skills out, but we would focus more on them because they are more likely to stick with that later on in life.....I would not do that in elementary. In elementary you need to get an equal...because you don't know what your likes and dislikes are yet. You know, the elementary teacher is there to promote and teach you and present different skills and you can learn what you like and don't like. You've got to learn through experience, you can't just say, "I don't like volleyball because that's a girls sport". So I would never do that in elementary (Participant 5, Formal Interview, End).

Thus, PTs were more likely to help elementary and middle school students develop motor skills. In contrast, they were more likely to plan high school physical education lessons based on content chosen by students. They suggested this way might help high school students with a low motivation keep getting involved during class. Thus, PTs in this study believed that the purpose of physical education varies by school level.

In addition, the participant four mentioned that the affective learning domain, particularly based off of a SR value orientation, needs to be taught at the elementary school rather than the secondary school level. This is because of elementary students in the period of mental growth to develop affective aspects, such as cooperation, leadership, respect, teamwork, and social interaction, into their secondary school. The following exemplifies this:

I felt like at an elementary school you can really, you know, teach to that affective domain, you know, and encourage respect toward the teacher and stuff like that versus high school where they

are already set in their ways and less likely to change (Participant 4, Informal interview, Second placement at high school).

The PTs believed that elementary physical education needs to be more focused on a DM value orientation embedded in developing fundamental motor skills for varying content and sports. In contrast, secondary physical education, especially high school, needs to be more concerned about the EI value orientation that creates a learning environment that is motivating to students through new, interesting, and fun activities. The participant four, for example, stated that

Unlike elementary kids, they [high schoolers] can't really focus on one thing, or they can but they choose not to focus on one specific task that you give them and I think it's very boring to give them just 1 task of the day that I want them to accomplish. So after I realized that, after one or two lessons of me realizing that they weren't staying focused the entire time. I was able to realize that I needed to give them more options or more opportunities to do things, that way they could be more successful. And they could continue on and have fun with learning (Participant 4, Formal interview, End).

Discussion

The results of this study indicate that PTs' value orientations were influenced by several factors related to organizational socialization that were encountered during the student teaching semester. PTs' cooperating teacher and contextual factors (i.e., student behavior/attitude and learning ability, class schedule, and school levels) mattered to the PTs in terms of maintaining and developing/changing their priorities to value orientations. This chapter discusses findings from this study that are consistent with the literature, implications for PETE, novel findings, and directions for future study.

With regard to effects of professional socialization on PTs, Lawson (1983a) stated that teachers develop their values, sensitivities, skills, and knowledge about teaching physical education and what they perceive as most worthwhile. Like previous research by Matanin and Collier (2003), the PTs' beliefs in this study were also influenced by professional socialization as they assimilated program messages about student learning and achievement into their belief system during the teacher education program. The results of this study indicate that their preexisting beliefs and teacher education program messages were congruent with each other with respect to DM, LP and EI. At entry into student teaching the PTs studied believed that physical education should encourage K-12 students to promote physical fitness and movement. These three value orientations are encompassed within the National Standards for K-12 Physical Education authored by NASPE (2004) and now endorsed by Shape, America (2013). According to the standards, the overall goal of physical education is to develop physically literate

individuals who have the knowledge, skills, and confidence (related to DM and LP), necessary to participate in various types of physical activities, to enjoy a lifetime of healthful physical activity (related to EI). Thus, the goal statement shows that student learning related to EI could be achieved by developing learning achievement based on DM and LP. Based on the importance of professional socialization to the belief system of the PTs in this study, the following implications for PETE can be offered: First, PETE faculty should be aware of the effects of professional socialization on PTs' value orientations. Teacher educators might need to place increased emphasis on selected value orientations within the teacher education program to assure that prospective teachers are prepared to design and implement a balanced curriculum based on the five national standards for K-12 physical education (SHAPE America, 2013). Second, PETE curricula may need to specifically and consistently discuss the importance of presenting learning content regarding the affective value orientations (e.g., EI, SR, and SA), based on national standards three, four, and five for K-12 physical education (SHAPE America, 2013) as PTs tend to overlook the purpose of physical education based on SR and SA. Physical activity is an effective tool which makes it beneficial for teachers to positively influence students' social development and self-esteem (Kim & shin, 2021). Accordingly, PETE should prepare PTs to play an expanded role in the field of physical education, especially developing affective learning related to teamwork, respect and caring for others, cooperation, etc beyond educating K-12 students to develop motor skills (Kwon & Kulinna, 2017).

With regard to organizational socialization, PTs' cooperating teachers as the remarkable factor played an influential role in helping PTs promote student learning. PTs had a chance to observe their cooperating teachers' teach lessons and discuss teaching content and strategies with them. Most cooperating teachers frequently discussed with PTs how to motivate students and develop motor skills and fitness. In contrast, PTs reported that cooperating teachers seldom discussed teaching for affective learning tasks with the exception of one elementary cooperating teacher who consistently emphasized the importance of affective learning objectives. The two PTs who had this affectively orientated elementary cooperating teacher tended to develop their priority to SR more than the other four PTs. This result echoes findings in the previous study conducted by Sofo and Curtner-Smith (2010) which revealed a positive correlation between the value orientation profiles of PTs and their instructors in PETE. Based on the effect of cooperating teachers on PTs belief system, the following implication for PETE is made: Teacher educators designing curriculum in PETE, particularly the course of student teaching, should be aware of core value orientations of student teachers and cooperating teachers prior to their student teaching. In doing so, teacher educators can make student teaching placements in a way that allows for the development of selected value orientations. This could be done to strengthen PTs existing value orientations or consciously arranged to promote new value orientations.

The misbehavior and disrespect for the teacher and class rules that PTs experienced in the school setting influenced PTs' value orientation. PTs often expressed they encountered misbehavior and disrespect in the secondary physical education setting unlike the elementary setting. In addition, they considered elementary students in a period of personality development. The experiences with secondary students showing misbehavior and disrespect influenced PTs to perceive the affective value orientations, particularly SR, as significant for learning in elementary students. They believed the SR should be taught in the elementary school to prepare elementary students to show appropriate behaviors and respect for others as they later enter secondary schools. Thus, the different experiences in elementary and secondary schools appeared to influence PTs' value orientations for SR. The National Standard Four for Physical Education (SHAPE America, 2013), states "The physically literate individual exhibits responsible personal and social behavior that respects self and others." This supports the importance of student learning based on SR. Accordingly, PETE faculty who teach elementary methods courses might need to take more class time to discuss strategies for achieving student learning related to a SR through a variety of physical movement.

The result of this study indicated that the school level of placement influenced PTs' value orientations. PTs were more likely to solidify their priority for EI after experiencing student teaching in secondary placements when compared with student teaching experiences in elementary placements. As they encountered large numbers of poorly motivated students in secondary physical education, they placed greater importance on creating a fun and equal learning environment in hopes of getting secondary students involved in class activities. In contrast, PTs focused their attention on teaching elementary students to develop motor skills and learning principles of various sports and physical movement based on DM and LP since they found elementary students to be more highly motivated to participate in class activities. The National Standard Three for Initial PETE (NASPE, 2008) states "Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students." As the standard relates to EI value orientation, PETE faculty who teach secondary methods courses need to discuss with PTs how to effectively create active, fair, equitable learning environments that motivate students to participate. This requires PETE faculty to prepare PTs to plan and adapt their instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Positive student behavior and attitudes (like being respectful during class) influenced the PTs to maintain their value orientation of DM and LP. In addition, having the opportunity for PTs to promote motor skills of low skilled female students influenced the PTs to develop DM value orientation. Most PTs also addressed the effect of different class schedules for physical education on student learning.

Some schedules provided for PE five days in a row once a month. This type of physical education immersion class scheduled in a week influenced PTs to focus heavily on DM for intensively developing a motor skill level. On the other hand, another class schedule that allowed PTs to meet with a class once a week made it more likely for them to contribute to student learning based on LP for DM. They believed that due to the limited contact time (once a week) it was beneficial to focus on teaching learning principles to develop motor skills. PTs found it important to have enough time to teach experiences related to LP because students could be instructed on how to apply physical education content to their daily life in the outside of school. This behooves PETE faculty teaching methods courses to provide the PTs with much time to actually work in practicum settings where they spend ample time practicing how to teach, what to teach and how to manage for student achievement based on DM and LP.

While the results of this study are promising, further research is needed. Relative to the effect of a cooperating teacher on a PT's value orientation, studying the value orientation priorities of cooperating teachers with the VOI-SF instrument would be warranted. This would allow for an informative qualitative investigation of the congruency or change of PT and cooperating teacher value orientations during student teaching. A final suggestion for future study involves examining how elementary and secondary methods courses in PETE influence PTs' value orientations.

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