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The purpose of this research was to determine the perceptions of secondary physical education (PE) teachers towards physical education and attitudes towards PE curriculum. Utilizing a mixed methods research design, this study collected survey, open-ended questions, and semi-structured interview data from secondary PE teachers representing five states from the southeast. Sixty-seven teachers completed the questionnaire, and 10 teachers completed follow-up interviews. The results of the survey indicated that secondary physical educators have an overall positive attitude towards the PE curriculum. The highest valued curriculum component was the social development domain, which is based on personal growth, personal responsibility, and knowledge of the benefit of regular participation in exercise. The teachers' voice was illuminated through the open-ended questions and semi-structured interviews. Four themes were drawn from the teachers' comments: *Moving and Active*, *Knowing*, *Fun and Engaging*, and *Working Together*. The findings from this study help provide a clearer understanding of how PE teachers at the secondary level perceive the PE curriculum. This study reported the perceptions of high school PE teachers and provided insights into their attitudes towards the PE curriculum, while the qualitative interview data provided a more in-depth explanation of the teacher's perspectives. Findings from this study are also valuable to PE teachers, state and local administrators, and teacher education preparation programs respectively. Further inquiry into the perspectives of PE teachers has the potential to guide research on PE curriculum and pedagogy at the high school level.

AN INVESTIGATION OF SECONDARY PHYSICAL EDUCATION TEACHERS'
ATTITUDES TOWARDS AND PERCEPTIONS OF PHYSICAL EDUCATION

by

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CHAPTER I: PROJECT OVERVIEW

Physical Education (PE) programs are facing budget cuts, increased requirements for academic time dedicated to standardized testing and/or higher-level courses for college acceptance, as well as an overall stance of many K–12 administrators that PE does not bring value to the school day with its poor program curriculum (McKenzie & Lounsbery, 2009; Sealey, 2010). Although there has been a substantial amount of quantitative research completed that examines various issues and advantages in the field of PE, there has been little research that examines the secondary teachers' perceptions on PE.

Background Literature

According to Kohl et al (2013), PE is much more than game play, as teachers need to be able to express fundamental concepts to students to facilitate an active learning environment. In addition, PE serves as a platform that provides students in K-12 settings the opportunity to learn in all three domains and to enhance healthy lifestyle choices for the future (SHAPE America Standards, 2016). The findings from this study have the potential to enhance the literature and contribute to our understanding of how PE teachers perceive PE, as well as provide a better understanding of some issues surrounding secondary PE context.

Theoretical Framework

Interpretivism is based on a life-world ontology that argues all observation is both theory- and value-laden and investigation of the social world is not, and cannot be, the pursuit of a detached objective truth (Leitch, Hill, & Harrison, 2010). Using an interpretive approach, the researcher performs an interpretative analysis that includes elucidating specific meanings and feelings that participants credit to those experiences of interest (Haegele & Kirk, 2018). The

researcher minimizes the feeling that his/her own thoughts are superior (Gergen, 2002).

Participants should not be treated as mere objects or numbers, instead the researcher should focus on the individual's perspective (Gergen, 2002). For this study, the researcher examined the perceptions and perspectives of physical education teachers on attitudes towards curriculum and quality physical education. The above theoretical principles of an interpretive approach reinforce the fact no absolute truths are expected to come from the research questions, only the pursuit of a thorough, holistic approach to the perceptions and perspectives of secondary PE teachers.

What is Physical Education

The National Every Student Succeeds Act law passed in 2015 by the federal government has language that specifically mandates the requirement for PE and health to be included as part of a well-rounded education for students (AHA, 2016). According to national recommendations, a PE program should enhance the physical, cognitive, social, and emotional development of every child and incorporate fitness education and assessment to help children understand, improve and/or maintain their physical well-being (SHAPE, 2016). The PE classroom should be based on a curriculum that challenges and facilitates improvement of motor skills, fitness levels, fitness knowledge, and social aptitude with the outlooks of helping each student achieve self-confidence appreciate physical work and activity (Ferkel et al, 2017).

High School PE

In high school the outcomes should move away from the emphasis on team games to focus on personal choice, lifetime physical activities, dance, fitness, and self- management behaviors (MacDonald, 2015). SHAPE (2016) provides the following recommendations and guidelines for implementing high school PE: (1) different states should designate PE as a core academic subject, (2) all high school students are required to participate in PE for all years of

enrollment in high school, and (3) PE shall be provided daily, or the equivalent of 225 minutes per week, for the entire school year. These are only guidelines and recommendations, meaning that each state is given the flexibility and rights to decide how to implement high school PE using these guidelines.

Quality Physical Education

Research has made clear that certified PE specialists can provide higher quality PE with a great number of opportunities for students to meet PA guidelines, compared with classroom teachers trained to teach PE (McKenzie et al., 2001). Since the National Standards are an indicator of quality teaching, Chen (2006) conducted a study with 78 PE classes, among 25 elementary and secondary PE teachers, to gain an understanding of the teacher's knowledge and understanding of National Standards for PE. The findings revealed that most of the teachers with a deep understanding of, and familiarity with the standards, were more likely to view the standards as desired goals for students to achieve because of participating in a quality PE program. They were most likely to see the standards as practical guidelines for designing age-appropriate and progressive learning experiences for students. It has been documented that quality teaching plays a paramount role in promoting K-12 students to achieve desired learning outcomes (Ball and Forzani 2009; Gore 2001; Grossman and McDonald 2008; Rink 2006). The most popular textbooks and researchers (Kulinna, Cothran, & Regualos, 2006; Pangrazi, 2007; Siedentop & Tannehill, 2000) described characteristics of effective teaching/learning environments as those that provide (a) clear objectives; (b) well-organized and appropriate expectations; (c) meaningful task and high rates of success; (d) smooth transition and low rates of management times; (e) appropriate guidance and accurate supervision; (f) high rates in student-engaged time and low rates in student waiting times; and (g) teacher's enthusiasm.

However, achieving quality learning in PE requires a careful selection in the development of curriculum, pedagogy, and assessment in education. It should be noted, however, the meaning of this development relies on a cultural, social, and institutional interpretation of these terms in schools (Penney, Brooker, Hay, & Gillespie, 2009).

Physical Education Teachers' Perspectives

Understanding the perspective of PE teachers may provide some insight into how PE can capitalize on an opportunity to promote PA among youth. The move toward standards-based education represents a major paradigm shift for many physical education teachers (Mercier & Doolittle, 2013), with some teachers embracing standards, but many objecting to them because they do not align with their vision of PE (Lund & Tannehill, 2014). Osbourne (2016) conducted a study of thirty-five PE teachers who completed a questionnaire with seven of those teachers being interviewed. The results indicated that PE is devalued, the space allocated is inadequate, and it is often treated as mere recreation. Teachers criticized the lack of commitment of some colleagues who work without planning. Rink (2013) explains that PE has historically been marginalized in the education system in the United States, which means that it is not valued in the same way as other core subjects. In her assessment, even art and music, other non-core subjects, have more political support than PE.

Physical Education Teachers' Attitudes

Kulinna, and Silverman (1999) assessed attitudes toward PE curriculum and found that PE teachers often rely on their personal belief systems about the course, its goals, and the most appropriate content to achieve those goals when designing the curriculum (Kulinna et al, 2010). Teachers' intentions, combined with good pedagogical strategies to teach the PE content, are essential to their duty with children and young people. Teacher's attitudes can create barriers to

the delivery of PE, and it can therefore be concluded that more detailed and up to date research and training should be provided to reduce the inconsistencies in teachers' attitudes towards PE. Rikard and Bandville (2006) discussed that attitudes, beliefs and behaviors are connected and can be complementary concepts. They suggest that attitudes are derived from beliefs, shape our behaviors in different ways, and direct our involvement in activities. Sharma, Loreman and Forlin (2012) have attempted to measure teachers' attitudes towards implementation of PE curriculum practices. The results of the study indicated that the attitude of a teacher affects instruction of PE. In addition, Kulinna and Silverman (2000) investigated the physical education teachers' attitudes toward teaching physical activity and fitness. Results indicated that PE teachers demonstrated their strongest attitudes toward the physical activity and fitness domain, followed by self-actualization, motor skill development, and social development domains, respectively.

Teacher Perceptions on Social Development

Recently, there has been a growing focus on social and emotional learning in education (SEL) (Wright & Richards, 2021). The Collaborative for Academic, Social, and Emotional Learning (CASEL) is arguably the largest and most influential organization working in the SEL field. CASEL (2012) defines SEL as a process for helping children and even adults develop the fundamental skills, including but not limited to recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. In recent years, SEL has received much attention in the field of physical education (SHAPE America.org). During this time, SEL has been referred to as a “global phenomenon” (Humphrey, 2013) and the “missing link” (Bridgeland, & Hariharan, 2013) in a successful, modern education system. PE has been

presented as a subject where students and teachers can develop emotional wellbeing and build positive socio-emotional experiences (Gagnon, 2016; Lu and Buchanan, 2014). Promoting students' SEL in PE can help develop an appreciation for the importance of movement in their daily lives and can provide students with opportunities to improve their social interaction skills (Wright & Richards, 2021). Social and emotional learning includes the necessary skills, behaviors, and attitudes that students need to effectively develop their affective, cognitive, and social behavior, and there is no better place to develop these skills than in the PE classroom (Ciotta & Gagnon, 2018).

Thus, emotional well-being deserves to be a high-priority goal in PE, which can be addressed primarily in the affective domain and, ideally, integrated with psychomotor and cognitive teaching and learning goals (Rink, 2010). As students exhibit various emotions while undertaking physical activities and social interactions, PE is an ideal setting in which students can develop emotional well-being (Lu & Buchanan, 2014). Promoting students' SEL in PE can help develop an appreciation for the importance of movement in their daily lives and can provide students with the opportunities to improve their social interaction skills (Ciotta & Gagnon, 2018). Social emotional learning in the PE setting should begin in preschool and continue through high school, addressing clearly specified grade-level outcomes that are developmentally appropriate (Denham, 2006; Wright & Richards, 2021). Research conducted by Buchanan, Gueldner, Tran, and Merrell (2009) indicated that teachers strongly believed that SEL was important for students to succeed in school and life endeavors. The teachers surveyed also agreed with the notion that having SEL skills enhanced student academic outcomes. However, even though most teachers surveyed expressed the opinion that SEL was important for students, only a

little over half of those surveyed were able to discuss the implementation of social and/or emotional program in their classrooms.

Lasky (2005) indicated that secondary teachers reported having a dual responsibility as teachers. The first was to teach the curriculum and academic skills, while the second was to teach the whole child. In the largest, most comprehensive meta-analysis of teachers' perceptions of social development, Durlak, et al. (2011), the results indicated that SEL interventions in schools had a significant impact on social-emotional skills, attitude, behavior, and academic outcomes when compared to control groups. Similarly, in a meta-analysis of school-based, prevention programs designed to address aggressive and disruptive behavior, Wilson and Lipsey (2007) found significant impact of these programs on many of the same student outcomes. In a world that is rapidly changing, children in both primary and secondary schools' benefit from developing a range of personal and social skills such as peer relationship skills, prosocial behaviors (e.g., respect), leadership skills, problem-solving skills, and personal and social responsibility skills (Opstoel, et al, 2020; Wright & Richards, 2021). Evidence suggests that children develop these personal and social skills through their participation in PE (Weiss, 2011) and sports (Holt et al., 2011).

Rationale for Research

High quality PE teachers and PE programs are essential in motivating students to be physically active. To improve the physical condition and the education of our youth, it is simply not enough to increase the amount of time devoted to PE. We must take time to understand the needs of our PE teachers and guide and support our PE teachers so that they can enhance their PE programs (Dyson, 2014). Therefore, the purpose of this study was to investigate secondary

PE teachers' attitudes towards PE and perspectives of PE. This study was focused on the following specific aims:

Specific Aim # 1- To investigate high school Physical Education teachers' perceptions and attitudes toward curriculum in physical education.

Specific Aim # 2- To investigate high school Physical Education teachers' perspectives of physical education.

Research Design

The study was a mixed-methods inquiry containing both quantitative and qualitative data collection and completed in two phases. Creswell (2009) identified the mixed-method approach as appropriate when conducting research of a complex nature where the researcher believes both quantitative and qualitative measures will provide a more accurate and complete picture. Using both quantitative and qualitative methods enabled the researcher to examine teacher perceptions and perspectives and obtain a more complete view to answer the research questions (Gall, Gall, & Borg, 2007).

Phase one was completed through survey research and data was statistically analyzed to draw meaningful research conclusions. Pinsonneault and Kraemer (1993) defined a survey as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (p. 77). The complexity of PE along with teacher perceptions of PE, and wanting a larger sample for this study, led the researcher to choose a survey design approach. At the end of the survey were open-ended questions to gain further information from the participants. According to Creswell (2008), asking participants open-ended questions allows respondents to voice their unconstrained opinions.

Phase two of the research was completed using the qualitative inquiry of semi-structured interviews which were conducted to gain a deeper understanding of secondary PE teachers'

perspectives of PE (Rubin & Rubin, 2012). Semi-structured interviews are flexible, but in this study the researcher developed and refined a list of questions, guided by the teachers' response to the attitudes survey (Appendix A).

Participants

Multiple methods of participant recruitment were used for the first phase: (a) current students as well as alumni of the UNCG EdD program located in each state were asked to serve as a liaison for reaching out to PE teachers, (b) contact was made with Executive Directors of State SHAPE organizations, in the participating five states, who sent out email blasts with the survey link attached to their PE teacher listservs, as well as including the survey link on their respective social media outlets, and (c) contact was made with the Healthful Living Coordinator at the Department of Public Instruction from those states participating in the study to also send out the survey link to their listserv of PE teachers.

A total of 67 surveys were completed for this study. There were 36 females (53.73%) and 31 males (46.27%) who completed the survey. Thirty-eight percent of respondents were between 6-14 years of service, and forty-one percent of them have a bachelor's degree with fifty percent of them having a master's degree. Appendix B displays the demographic information regarding the participants of this study. Participants who provided their name and email addresses in phase one were contacted again for phase two via email to request a follow-up interview. From the 25 teachers who provided this information, ten responded with an interest in a follow-up interview, six males and four females. For the remainder of the study, pseudonyms will be used for the interviewee names and no demographical data was collected on the interviewees. IRB was approved for a three-year period through the UNCG research office.

Data Collection

Phase one instrumentation was a questionnaire distributed electronically from September 2020 to January 2021 to high school PE teachers in the participating states using the Qualtrics Platform. A consent form accompanied the questionnaires, explaining the nature of the program and assuring the teachers that their answers will be kept confidential and that answers are neither right nor wrong and should only reflect their opinion.

The instrument used was an adapted version of the Attitudes Survey Towards Curriculum in Physical Education with open-ended questions attached at the end of the survey (Appendix C). The ASTCPE survey was created by Kulinna, and Silverman (1999) to assess attitudes toward PE curriculum and consists of 36 statements concerning ‘Attitudes Towards PE Curriculum’ with specific focus on the following domains: ‘Physical Activity and Fitness, ‘Self-Actualization’, ‘Motor Skill Development’ and ‘Social Development’ factors. For each statement, the participant can choose a rating from ‘Extremely Important (score = 5), ‘Very Important’ (score = 4), ‘Somewhat Important’ (score = 3), ‘Not Very Important (score = 2), or ‘Not Important’ (score = 1). The instrument was previously validated in a three-phase validation study, including: (a) a pilot test with 31 participants, (b) a content validity test with 28 PE pedagogy experts, and (c) a reliability and validity test with 253 PE teachers, also the participants for phase one of the study. The content validity results showed a mean percent agreement of the PE pedagogy experts on all 36 items of the instrument of .91. Reliability assessment results showed a high level of inter-item agreement including Guttman-Chronbach's alpha reliability coefficients ranging from .84-.90 for the four domain areas of the instrument (Kulinna & Silverman, 2000). Similarly, when reliability assessments were run on the

instrument used, results showed a high level of inter-item agreement including Chronbach's alpha reliability coefficients ranging from .888-.919 for the four domain areas.

Part I was designed to gather basic and brief demographic and background information on the participants, such as gender, age range, years of experience teaching, and the state in which they teach. Part II encompassed the adapted form of the ASTCPE survey (ASTCPE, Kulinna, & Silverman, 2000), which included items such as teachers' attitudes related to development of students' personal growth, development of increased self-confidence, development of individual attitudes towards PA, value of health-related PA approach, and to improve levels of health and fitness. Part III was additional open-ended questions specifically designed to gather more perceptions and characteristics of a quality PE program. For example, participants were asked, "What does quality PE mean to you?"

In phase two, semi-structured interviews were conducted using an Interview Guide (Appendix A). According to Okoli and Pawlowski (2004), follow-up interviews yield additional data; therefore, follow-up interviews were conducted via an online platform after the questionnaire process was complete. The interview questions were created during a pilot study in a qualitative research class and then further developed by the researcher and the chair of the committee with an explicit focus on gathering teachers' perspectives of PE (Rubin & Rubin, 2012). The development of the interview questions was guided by the teachers' response to the attitudes survey. The interview questions were stand-alone questions, designed to gather a deeper understanding of teachers' perspectives. This list of questions was sent to Institutional Review Board for approval. Upon approval, an interview protocol of nine questions were used in this study. A follow-up email was sent to all participants who willingly gave their name and email

addresses on the survey, to recruit follow-up interview participants. After providing consent, a time and date for the interview was scheduled. Interviews were completed by either phone call or video conference due to the COVID pandemic eliminating any face-to-face interactions and lasted on average thirty minutes. Before an interview began, the interviewee was informed about the selection process and guaranteed confidentiality.

Data Reduction and Analytic Approach

Survey data was gathered through the Qualtrics platform, a master spreadsheet was created from the data, which was uploaded to the SPSS system to run descriptive statistics. Descriptive data consisting of means, standard deviations, and reliability assessments were the focus of comparing the data for the quantitative portion of this study. Semi-structured interviews were chosen for the qualitative portion of the study because they allow for flexibility and provide the opportunity for unanticipated findings to be discovered (O'Toole & Beckett, 2010).

Interviews were audio-recorded which gives an exact record of what was said during each interview and allows the researcher to focus solely on the interview process (Basit, 2010). After completing all interviews, the researcher used the audio recordings to create a transcription of each interview. An initial member check was performed to determine the accuracy of the transcripts, and the researcher emailed each participant a copy of his/her individual interview transcription (Rubin & Rubin, 2013). The email instructed each participant to review the transcript for accuracy. If errors were discovered, participants were asked to inform the researcher by email. Basic grammar and only minor requests were made for corrections to the Survey data was gathered through the Qualtrics platform, a master spreadsheet was created from the data, which was uploaded to the SPSS system to run descriptive statistics.

The process of inductive analysis was the systematic approach for analyzing qualitative data to condense the large amounts of raw data to manageable categories and create themes that are representative of the data (Patton, 2015; Wolcott, 1990). This data was analyzed from an interpretative positioning (Dyson, 2014; Wolcott, 1990). During this initial handling of data, the researcher did not think of codes, patterns, or themes; but simply listened, absorbed, and reflected on their voices. The next step, as Wolcott (1990) suggested, was to prepare qualitative data “by identifying the broadest categories imaginable” in relation to the research questions (p. 33). According to Fraenkel, Wallen, and Hyun (2012), inductive analysis is when the researcher begins by exploring open questions. The researcher undertakes this process of inductive analysis by being immersed in the details and specifics of the data to determine significant categories, dimensions, and interrelationships (Fraenkel, et al., 2012). The first step in the process of analyzing the data involved open coding. For this study, many different words and phrases were identified from the data that were used as initial codes and marked on the transcriptions. Some of the ideas and codes that emerged from one interview are shown in Figure 1 (Appendix D).

The first level of coding was completed by examining interview transcripts and selecting key words and phrases that were used frequently. Some of the words that repeated multiple times included “fitness,” “physical activity,” “active,” “movement,” “health,” and “knowledge.” These words and phrases were selected after considering how much emphasis the participants had placed on each concept during the interviews. Determining how much emphasis participants place on certain words and phrases can assist in the data analysis process (Wolcott 1990). During the study, the participants “gestures and voice patterns” were noted by the researcher during and

immediately after each interview. All codes established during the process of open coding were interpreted and categorized.

The basic codes drawn from the interviews during open coding were organized on a word document, and subsequently color-coded to see how their ideas and thoughts towards PE pieced together to help establish categories. The codes were colored in groups that were similar in meaning, for example the words “movement,” “moving,” “active,” and “physically active” were all colored the same as they all have very similar meanings. This process aided the researcher in connecting the frequent codes into categories. See Table 2 (Appendix E) for the color-coding example. Bell (2010) states that during this categorization process, the researcher looks for significant groups and patterns. This level of coding has been described as axial coding (Ary, et al., 2010). Basit (2010) expresses that axial coding involves linking categories and codes and interconnecting them with main categories. Table 3 (Appendix F) shows the example of the color-coding turned into themes. After completing manual coding and theming of the interview transcripts, qualitative data analysis software, called Atlas ti, was used to analyze the open-ended survey questions as well as the interview transcripts. Utilizing a qualitative data management software platform allowed the researcher to manage, code and analyze the data in a more effective and efficient manner. Coding from open-ended questions and interview transcripts, allowed the researcher to discern themes and patterns with regards to the perspectives of PE. This axial coding process involved relating data together in order to reveal codes, categories, and subcategories grounded within participants’ voices/perspectives within the data (Patton, 2015).

Results

The following section presents the findings of the study, structured to present the High School PE teachers' perceptions towards PE Curriculum and subsequently their perspectives of PE.

Specific Aim # 1: To investigate high school Physical Education teachers' perceptions and attitudes toward curriculum in physical education.

In addressing this aim, data were collected and analyzed using descriptive statistics. High school PE teachers were asked to evaluate how they perceived different components of the PE curriculum, with specific focus on the following domains: 'Physical Activity and Fitness', 'Self-Actualization', 'Motor Skill Development' and 'Social Development' factors. Generally, comparing means from the survey, results showed that high school PE teachers perceived all domains of the PE curriculum with high regards overall (M= 4.17, SD = .97), with "Social Development" domain being the highest score overall (M=4.26, SD = .95) and "Physical Activity and Fitness" domain being the lowest score overall (M=4.12, SD =1.01).

Teachers' perceptions of high school PE curriculum in the dimension of Social Development were evaluated by 9 items which were based on personal growth, promoting physical activity habits, personal responsibility, and knowledge of the benefit of regular participation in exercise is shown in Table 1(Appendix G). From Table 1, it is clear that teachers perceived the "Social Development" domain with high levels of value (M = 4.26, SD = .95). With a mean score of 4.26, marks Social Development Domain items between "very important" and "extremely important". Cronbach's alpha ($\alpha = .919$) for the 9 items demonstrates that the participants answered similarly across the items in this domain.

Teachers' perception of high school PE curriculum, in the dimension of Motor Skill Development, was evaluated by 9 items which were based on motor skill development, increased

self-esteem, gaining confidence in movement skills, and improved social interaction is shown in Table 2 (Appendix H). This domain was the second highest valued domain based on overall mean scores. From Table 2, teachers perceived the “Motor Skill Development” domain with high levels of value ($M = 4.17$, $SD = .95$). Cronbach's alpha ($\alpha = .888$) for the 9 items demonstrates that the participants answered similarly across the items in this domain.

Teachers’ perception of high school PE curriculum, in the dimension of Self Actualization, was evaluated by 9 items which were based on social awareness, self-confidence, gender equality, and enjoying participation is shown in Table 3 (Appendix I). This domain was the third highest valued domain based on overall mean scores. From Table 3, teachers perceived the “Self-Actualization” domain with high levels of value ($M = 4.13$, $SD = .99$). Cronbach's alpha ($\alpha = .909$) for the 9 items demonstrates that the participants answered similarly across the items in this domain.

Teachers’ perception of high school PE curriculum, in the dimension of Physical Activity and Fitness was evaluated by 9 items which were based on health-related fitness, development of motor skills, attitudes toward physical activity, and large amount of activity times as shown in Table 4 (Appendix J). This domain was the lowest valued domain based on overall mean scores. From Table 4, teachers perceived the “Physical Activity and Fitness Domain” domain, with high levels of value ($M = 4.12$, $SD = 1.01$). Cronbach's alpha ($\alpha = .914$) for the 9 demonstrates that the participants answered similarly across the items in this domain.

Specific Aim # 2- To investigate high school Physical Education teachers’ perspectives of quality physical education.

The results of the open-ended questions led the researcher to develop themes that emerged from the data in no order of value. One theme to emerge was *Working Together*.

Teachers felt that one key aspect that is taught in PE is how to work with others, get along, communicate, and build team skills, all important and critical skills that should be seen in quality physical education programs. Teachers agreed that PE provided many opportunities for students to participate in social groups and work together with other. Andrew states, “healthy and positive social interactions is critical for success in life”. Table 8 (Appendix N) below shows the analysis of the open-ended and interviews with examples of the phrases from participants.

The data showed that the participants commented that movement is a crucial quality to a PE program, thus the first theme to emerge was *Moving and Active*. Brandon states, “my ultimate goal is for students to be active outside of the classroom and into their adult lives.” The physical movement component of PE makes it unique from other courses, and is perceived by these teachers to have a great influence on the overall quality of the program. Table 5 (Appendix K) below shows the analysis of the open-ended and interviews with examples of the phrases from participants.

Knowing was also identified as an important quality of a PE program and emerged as the second theme. *Knowing* is encompassing teaching objectives, having students understand concepts taught, the content that is actually taught being skill development, nutrition, health, fitness, mental and emotional health, and then finally being able to apply those concepts in life. Betty stated during her interview, “I guess the most important outcome is that student’s value personal health and exhibit healthy lifestyles while being able to weed out the fads and quick fixes.” Teachers perceived that PE could help students with their cognitive learning (or *knowing*) using teamwork or cooperative learning. Table 6 (Appendix L) below shows the analysis of the open-ended and interviews with examples of the phrases from participants.

Lastly, drawn from the teachers' responses to the questions was *Fun and Engaging*, or simply the enjoyment or experiencing of pleasure during physical education. Teachers in this study felt that it is critical for students to enjoy the physical education process for their program to be a quality and successful program. Listening to the teacher's comments showed a strong emphasis for these teachers on student enjoying and positive engagement. Andrew stated that "Students have to move, and in order for them to want to move it has to be fun, and that usually happens when they have some choices." This theme links together with importance of students' mental and emotional well-being. The participants provided their perspectives on their hope that PE courses make students' feel good and teachers believed it affected the learning a student can accomplish cognitively. Table 7 (Appendix M) below shows the analysis of the open-ended and interviews with examples of the phrases from participants.

Discussion

The purpose of this study was to collect and report the perceptions of PE according to high school PE teachers, and to gain insights into their attitudes towards curriculum in PE. The findings suggest that the participants have an overall positive attitude towards the curriculum in PE and place a high value on the social development domain. A key finding of this study indicates that the priority of the curriculum domains has shifted in recent years. Teachers indicate that the "Social Development" domain is very important with the overall highest mean score. These findings suggest that there could be a stronger connection or teacher awareness of the importance of the social and emotional aspect of learning (SEL) in PE. A comparison of these findings to those of Kulinna and Silverman (2000), showed a shift from prioritizing Physical Activity and Fitness Domains to Social Development. This was followed by Self Actualization Domain (M=1.91, SD = .44), Motor Skill Development (M= 2.37, SD = .51), and

Social Development Domain ($M=2.37$, $SD = .56$). The teachers who took the survey appear to be more focused on the social and emotional aspects of the curriculum. This may be the result of COVID-19 Pandemic with the imposed ‘social distancing’, and overall physical separation from students, with students being at home and not able to participate in regular PE classes. Schools traditionally facilitate opportunities for group-based physical activity and social connection through PE (Montgomery et al, 2020). However, physical distancing measures enacted during COVID -19 and the suspension of in-person schooling might have reduced the social connections and physical activity opportunities for students.

After analyzing complementary data from the qualitative, themes with the quantitative survey, this study revealed that teachers ranked the Social Development Domain ($M=4.26$, $SD = .95$) as the most important part of curriculum and identified *Working Together* as an important theme that should be focused on during PE. The participants indicated that teaching secondary students how to work in groups, to get into partnerships, and to make teams in physical activities or sports are all important skills and assist in the developing of the social and emotional aspects for students. When children develop these social skills, they will not only be more successful learners, but they will also be more likely to make a more successful transition to adult life (Wright & Craig, 2011). These results are like those in a study conducted by Buchanan, Gueldner, Tran, and Merrell (2009) indicating that teachers strongly believed that SEL was important for students to succeed in school and life endeavors. The participants in the open-ended portion notably discussed things like, socialization, teamwork, and self-responsibility, as high value concepts in their PE programs (Dyson, 2014). This can include intentional opportunities for students to practice social and emotional learning competencies during the lesson, which allows for the integration of personal and social responsibility alongside the

development of physical skills (Richards et al, 2018). Although PE has been named as an appropriate place to practice these skills, it is the responsibility of PE teachers to create the pedagogical circumstances under which positive outcomes can be obtained. Over the years, several programs were developed to purposefully teach these skills in PE or sports. For example, Hellison's model of Teaching Personal and Social Responsibility (TPSR) (Hellison, 2011), initially developed to re-engage troubled youth into society, is now widely implemented in regular PE classes (Diedrich, 2014; Hemphill et al., 2015; and Martins et al., 2015). Other examples of instructional models that foster personal and social development through PE are Cooperative Learning in Physical Education (Dyson & Casey, 2012) and Sport Education (Siedentop et al., 2011). A structural and sound style of PE curriculum can provide students with the social and emotional skill set that they will need for the remainder of their lives. This could be an indication that more professional development in the social development domain is needed for current PE teachers, with more focus placed on developing the social domain for pre-service PE teachers, and more professional development with a focus on specific curriculum options to meet these needs.

Another finding of this study is that participants placed importance on educating students about the value of physical activity and lifelong healthy lifestyles through movement. Movement is a powerful means of learning, and by engaging in physical activity students can practice and develop a variety of these personal, social, and cognitive skills. As explained by Lund and Tannehill (2014) movement concepts "are the components of the physical education framework that indicate where the action takes place, how the body moves, and if the action takes place alone or with others, with or without equipment" (p. 197). Anne stated in her interview that "I think my entire focus is having my students moving, whether it's simple like walking or

strenuous like walking.” The importance of movement in physical education is evidenced by its inclusion in the first two NASPE standards for K-12 physical education (NASPE, 2004). Movement concepts are intended to modify skill themes to make them either more or less challenging to perform (Gosset, 2018). This could be an indication that more professional development in the affective domain is needed for current PE teachers, with more focus placed on developing the affective domain for pre-service PE teachers, and more professional development with a focus on specific curriculum options to meet these needs.

Another finding of the study suggests that the participants found it important to provide knowledge about the benefits of physical activities and exercise while students participate in PE classes. This has the potential to lead to understanding the value of fitness overall and has the potential to create physical literacy. Sally stated in the interview process that “I want them to leave with a deep understanding of fitness, health, and nutrition.” This compares similarly to research by Anderson (1999), who found that PE teachers are only teaching students what to do; but they do not teach why they are doing the certain skills. He advised all the physical educators that the program's content should depend on knowledge and understanding-based skills. For example, the motor skill domain which is based on the development of not only the skills but the knowledge behind the skills had a high value placed on it. Thus, the previous studies in PE support that the program content and teaching methods in PE should be based on knowing and understanding skills where students can benefit from the learned skills for their lifetime (Rink, 2013). This could be an indication that more professional development in physical literacy is needed for current PE teachers, with more focus placed on developing physical literacy for pre-service PE teachers, and more professional development with a focus on specific curriculum options to meet these needs.

Finally, the study indicated that students should enjoy what they are doing to learn it best. These themes reflect what Kretchmar (2005a) emphasized on the importance of joy in physical education stating that the key to a healthy life lies not in the head but in the heart. William illuminates high quality with enjoyment in PE, “The focus of my physical education lessons is creating activities that are fun and engaging, but also that promote high levels of activity.” According to Kretchmar, “people do not exercise out of a sense of duty or just because they are good in movement but because of their love for the activity and because it is part of their lives. (Kretchmar, p.144). Further inquiry into the perspectives of PE teachers has the potential to guide research on PE curriculum and pedagogy at the high school level (Dyson, 2014. These findings suggest that there is room to further develop and expand the program of research in relation to secondary PE.

Challenges/Limitations

The limitations of this study were the number of participants who participated in the survey portion, with the total being at only 67. With the COVID-19 pandemic at its peak, the ability to attend conferences to gather participants was taken away, the lives of PE teachers everywhere were shaken and thrown into total online teaching. This caused PE teachers to have little time to answer emails or complete a survey. Due to this pandemic, the researcher was faced with having to combat the low response rate with an alternative solution to help increase the data that was being gathered to enhance this study. It was determined that adding on a qualitative portion of the study would highly impact the content and data gathered and add to this study.

CHAPTER II: DISSEMINATION

To ensure that the output from this research informs practice and thereby maximize the benefit to secondary PE teachers and their students, the following dissemination strategy has been developed using evidence for translating knowledge into practice. The findings of this study will be disseminated through a presentation in the form of a PowerPoint (Appendix G) to secondary PE teachers across the state and for PETE Coordinators at local universities across the state. The presentation will discuss the social development domain and working together themes as a top priority, and how to potentially address this shift.

The presentation will be a brief overview of the research itself, with a focus on some resources and strategies to implement SEL information into the undergraduate PETE Prep program on campus as well as how to help secondary PE teachers implement SEL strategies into their lesson plans. This will be an active presentation where participants will be asked to participate in some of the activities and strategies. The strategies and activities can easily be implemented in a secondary PE curriculum for the current teachers and can be used by PETE coordinators to introduce these SEL strategies to pre-service teachers, so they are more prepared to implement and understand SEL upon entering student teaching and the work field.

This presentation is designed to be a two hour long active presentation and will be given to a group of 25 secondary physical education teachers in western North Carolina in partnership with the Western Region Education Service Alliance (WRESA) in April for a professional development opportunity. This will be the first presentation combining SEL with PE for WRESA and is intended to be a pilot, with the outlook to be to design a full day professional development day for PE teachers and then one for classroom teachers and administrators.

Presentation Script

SLIDE 1: Title Page

Hello, my name is Natalie Boone. I am an Assistant Professor of Kinesiology and the PETE coordinator for Mars Hill University, and I am a doctoral candidate at UNC- Greensboro. My research has been about determining the perceptions of PE through the eyes of the secondary PE teachers. I find this a fascinating area to study, as secondary PE is not as researched as the younger grade levels, however it is an important time in a young adult's life and can have a significant impact.

SLIDE 2: Research Project

The purpose of this study was to investigate secondary PE teachers' attitudes towards and perceptions of PE. In this study I collected data from 67 secondary PE teachers representing five different states. The purpose was to determine their perceptions of PE curriculum domains as well as investigating their perspectives of PE. The data was collected through online surveys and interviews.

SLIDE 3: Results

Generally, comparing means from the survey, results showed that high school PE teachers perceived all domains of the PE curriculum with high regards overall (M= 4.17, SD = .97), with "Social Development" domain being the highest score overall (M=4.26, SD = .95)

Four themes were brought about during the coding process for the qualitative data.

- *Working Together*, Teachers felt that one key aspect that is taught in PE is how to work with others, get along, communicate, and build team skills, all important and critical skills that should be seen in quality physical education programs.
- *Moving and Active*. As physical movement is what makes PE unique, it is perceived by these teachers to have a great influence on the overall quality of the program.

- *Knowing* is encompassing teaching objectives, having students understand concepts taught, the content that is actually taught being skill development, nutrition, health, fitness, mental and emotional health, and then finally being able to apply those concepts in life.
- *Fun and engaging*, or simply the enjoyment or experiencing of pleasure during physical education. Teachers in this study felt it is critical for students to enjoy the physical education process in order for their program to be a quality and successful program.

SLIDE 4: Key Findings

A key finding of this study indicates that the priority of the curriculum domains has shifted in recent years. Teachers indicate that the “Social Development” domain is very important with the overall highest mean score and one of the major themes that emerged was working together. These findings suggest that there could be a stronger connection or teacher awareness of the importance of the social and emotional aspect of learning (SEL) in PE. This may be the result of COVID-19 pandemic imposed social distancing and overall physical separation from students, and students being at home and not able to participate in regular PE classes.

SLIDE 5: What is SEL? What does it look like in PE?

Take a minute and write down what comes to mind when you hear the word SEL? Share this with the people at your table.

What is it: Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions? (CASEL, 2012)

Now that we know what SEL is, think about what this looks like in PE, write down some things that come to mind, where do you already teach these things and how? Turn and talk as a table group about this.

What does it look like in PE: teamwork, collaboration, decision making, relationship building, understanding emotions, being responsible, and setting goals!! These are things that you should be doing in PE anyway!! We teach Social Emotional Skills EVERYDAY!!

SLIDE 6: Importance of SEL in PE

If we focus on developing the WHOLE CHILD and meeting the basic needs of students through SEL skill development, we can ...

- Increase students' interest in learning
- Improve student behaviors
- Prevent and/or reduce bullying
- Improve overall school climate
- Increase self-awareness
- Increase academic achievement
- Increase positive behaviors
- Equip students with coping strategies to help them deal with LIFE

SLIDE 7: Strategies for PE

Stand up and find a partner. Once you have found your partner, please tell them your name, how long you have been teaching, and then give them one thing that you do to build relationships with students. (Ask for some examples from different groups). Here are some basic strategies to begin implementing to increase the SEL that you are doing in PE. The first one is meeting students at the door. This is easy and important to implement. Simply greet students at the door of the gym or as soon as they come out of the locker rooms after dressing out. Seems a little simple and silly, but it is important, and it gives you a chance to connect to the students. It might be hard to do this for every student every day but make a plan to greet and do a quick

check in with maybe 5 students per day. This is an easy way to get to know students a little better and to make connections and build relationships with your students.

The next strategy is to use their names. Learning names is imperative in making connections and building relationships. It gives the students a sense of identity and shows them that you care enough to know who they are. Be human. Its ok for you as the teacher to be a human as well. Your students need to know that you are a human and not just a teacher. You can role model to them. Talk to them, be honest and vulnerable around them. Be understanding with them and make more connections, meet them where they are. Do not “mask” who you are in order for them to think you have it all together, it is good for them to know you are a human and that life happens to you. You can use it to show them how to handle life when it does not go as planned. Another strategy is to have routines and structure in place, these two items go hand in hand and help your students understand your expectations. Make sure that you set your routines and do not stray from them. Students thrive with routines and structure, having these things in place helps them to learn better. If you are brave, you can have the students help you create these routines and structure, get their input, it is their class and their education that you are impacting. Using set partnerships allow students to always have someone to work with. Create these at the beginning of the year or semester. Examples are elbow partners, back-to-back partners, knee partners, and handshake partners. If you create these on day and then practice them, when it comes time to needing to partner students up, they already have them, and it makes class run smoother and transitions quicker. (Do a couple of examples for them)

Teamwork activities are always important to use every day. You can do a teamwork or teambuilding unit, but you can also use some activities in this category every day. It is an effortless way to allow students to communicate and learn to figure things out together as a

group. Last but not least would be to implement choices. Not just once a week or month choices, but choices every day. Yes, it takes a little more effort on your part, but it gives every student a chance to be successful and learn in their preferred way. After hearing all of this, please go find your “elbow partner” and share with them your favorite strategies out of all of these and how you plan to use it immediately when you return to work.

SLIDE 8: Activities for SEL

SEL 1 – Self-Awareness activity is called emotions Jenga. On each Jenga piece write a different emotion that humans experience in life! One set of Jenga works well for approximately 25 students separated in groups of 4 or 5. IF you have larger classes you might think of having several Jenga games. Instruct students to perform a skill, for example, if you are working on basketball, students might dribble in to the Jenga set up, pull one piece, and take it back to their group. Once they get back, the student must “act out” the emotion on the Jenga piece. If their group guesses the emotion on first attempt, then the team earns 5 points. For every guess after it drops in points by one. Keep track of how many points you earn. Students do an activity or skill to earn a Jenga piece, once pulled the student must explain that emotion to their team and give an example of when someone might display that emotion. Continue until Jenga tower falls or all the pieces are gone. Let the participants play this activity, then ask if there are questions or comments on these activities. How does this activity meet the self-awareness component and why do you think it is important?

SEL 2 – Self- Management activity is called Domino of Emotions. Write emotions on dominos or have students collect emotion cards. To collect a domino, students must complete an activity or skill of teacher choice. Sticking with basketball, let’s say that you must make a successful free throw to collect a domino of emotion. Once collected, each team will create a

train with their dominos. Your teams train must connect with other teams' trains as well. While building trains, talk about the different emotions. Then set one domino off and watch them to their thing. Then talk about how our emotions not only affect us but they can impact all around us, that is why we need to be caring, understanding, and knowledgeable about our emotions. After the participants complete this activity, let's talk about it.

SEL 3 – Social Awareness activity is called a scavenger hunt. Students in small groups of 3 or 4 are challenges to go out and find all the places described on the scavenger hunt sheet. At each location, groups must take a picture of them performing a designated activity and expressing the appropriate emotion that happens in the set location. Students return to class once they have visited all locations, show the teacher the pictures, then once all students return you can discuss the different locations and emotions at each location.

SEL 4 – Relationship Building activity is called Finding the Way. Teambuilding game where students take turns trying to find their way through the maze of poly spots and get to the end. But with every wrong move, they must head to the back of the line and give someone else a chance. It's great for memory-practice, communication, and team activity. Create fun and challenging mazes, switch up the leaders, and give it a go! Continue to allow students to change leaders and maze runners. Once complete, talk about how this helps with relationship building.

SEL 5 – Responsible decision-making activity is called memory challenge. This game is a must play! Players work together both physically and mentally to collect their teams' beanbags that are hiding in the gym. It is a memory game; some sharp thinking is needed to be successful. It is also a movement game, where speed can be advantageous. This can be done to themes or holidays for more fun.

Find your back-to-back partner and discuss your favorite activity out of the ones we just did and tell them why. Talk to them about how you might implement this as soon as you return to work and if not, then what will keep you from implementing.

SLIDE 9: Wrapping it up

Back at your tables, turn and talk to your table group. Address the following things: (a) one thing you think you can take and implement immediately in your class, (b) favorite thing you learned today about SEL, and (3) what do you still need to feel confident implementing SEL in your classes. Give tables time to chat then let us share with the group.

SLIDE 10: Thank you

Thank you for being here and for learning with me today. I hope you can take some of this and implement it right away. Please do not hesitate to contact me anytime if you have any questions about SEL activities ever.

CHAPTER III: ACTION PLAN

This research project has the potential to serve as information that will enhance PE at the secondary level. There are several potential goals for this research, from presentations to eventual publications, to developing professional development opportunities to enhance secondary PE programs, and to promote secondary PE teachers and programs across the state and nation. To disseminate the information learned from the study, a multifaceted approach will be taken.

Short Term Goals

This research will be submitted as presentations at NCSHAPE, NC College Conference, and the national SHAPE conference using the slideshow that is presented in chapter two. Eventual publication in regionally and nationally recognized journals could also be used as a source to get the information to the correct stakeholders. The article would focus on the attitudes and perspectives of secondary PE teachers' discussion the findings and discussion on the potential for quality PE.

The outcomes of this study have the potential to enhance the literature to understanding the perceptions and perspectives of secondary PE teachers regarding their pedagogical and curricular expectations. The results provide helpful insights and perspectives for educational stakeholders at the district level, regional levels, and state levels regarding secondary PE teachers and programs. This knowledge can lead to more support and guidance for these teachers and their programs.

Long Term Goals

The main long-term goal of this study is as a steppingstone to more research at the secondary level in PE. With more research is carried out this allows for the potential for

enhanced advocacy. Another step to further the results from this study will be to partner with Western Region Education Service Alliance (WRESA) and The North Carolina Center for the Advancement of Teaching (NCCAT) to develop both online and in-person workshops directly focused on enhancing secondary PE. The researcher already has developed a strong partnership with these two organizations and provides services for classroom teachers across this platform. To enhance that partnership and create new avenues for all PE teachers but also opportunities specific to secondary PE teachers would benefit all parties involved. The focus of the professional partnerships would be to teach teachers how to implement SEL into their current PE programs effectively.

The researcher noticed a high demand of SEL trainings and workshops being requested and has already been in contact with NCCAT to help meet these needs. The researcher felt that this need was determined in HS PE through this research and after talking with directors and leaders in these organization it was noted that all teachers need this training not just PE. Thus, with that information, the researcher has already completed two SEL trainings for NCCAT for classroom teachers and administrators from a wide variety of districts across the state of NC. There are 2 more trainings already scheduled for 2022 in the field of SEL and the impact it has on the brain and learning for the students.

Using the current role of the researcher, the plan is to implement more SEL strategies into the pre-service training curriculum that is already being taught at the University. This will be designed to help the pre-service PE teachers better understand the language of SEL and how to implement these standards into their daily PE lessons with more ease. Thus, the curriculum content that the undergraduate pre-service teachers will receive will be more comprehensive and

more closely aligned to SHAPE America (2016). The researcher teaches the methods course for all pre-service PE teachers and will begin to implement more SEL strategies throughout this course. The researcher has already spoken to the department head about these changes, and everyone is on board.

The teacher education program on the researcher's campus will also benefit from the enhanced knowledge in SEL that this research has brought to life. The researcher and the teacher education department have been in constant communication on ways to increase the SEL awareness and curriculum for not only the PE pre-service students but for all teacher education students, thus a mini course has been developed by the researcher to be implemented Spring 2022 with a focus on the importance of SEL in all areas of school, how to teach SEL strategies safely and easily, and how SEL impacts the brain thus impacts overall learning.

The final long-term plan is to implement and intensive and individualized PD for HS PE teachers. With the understanding that more PD is needed for HS PE teachers. The researcher plans to contact local educational agencies and partner with them to develop and train PE teachers in different curriculums and domains involved in PE. This will be an intensive training based on HS PE teachers needs analysis and curriculum evaluation? The essence of plan is to create a collaborative partnership with these schools and work intensive with committed PE teachers. The researcher will interview and meet with each PE teachers individually prior to the 2022-2023 school year starting to develop individualized PD plans for each school and teacher. The researcher will then develop a plan of attack, then meet again with the school and the teachers to help train them on how to implement this new plan. There will be some observations throughout the school year and regular checks in with the teachers in an on-going process of

Continuous PD (CPD). Post conferences will take place and reflections and adjustments will be made at the conclusion of the year. This will be a yearlong intensive CPD for select districts.

Once the first couple of districts have completed this intensive training, surveys for feedback will be collected, in hopes to enhance the program and offer the CPD to other school districts.

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APPENDIX A: SECONDARY PHYSICAL EDUCATION TEACHERS' PERSPECTIVES OF

QUALITY PHYSICAL EDUCATION INTERVIEW GUIDE

1. What are the most important goals for physical education?
2. What is the focus for your physical education lessons?
3. What are the most important outcomes in your PE program? (ie, healthy lifestyle, nutrition, activity)
4. How important is it to develop positive social interactions among students? Has COVID influenced this area?
5. What factors influence student participation in physical activities? (Do you have any tricks to increase student participation) (Do you notice any trends among different groups of students in the way they participate, ie, females versus males, differences among races, etc.)
6. Describe the characteristics of a physically educated person?
7. What is your curricular focus for your physical education courses, do you use a specific curriculum for your program?
8. What does quality physical education mean?
9. Do you, as a teacher, have any other comments to add in regard to the perceptions of PE ? (How do you think others in the school view you, your administrator, community members, etc. and why)
10. How do you think others view Physical Education and why?

APPENDIX B: DEMOGRAPHIC INFORMATION ON PARTICIPANTS

Table 1 Participant demographic information

		Male	Female
Age	20-29	4	6
	30-39	12	11
	40-49	14	14
	50+	6	5
State	NC	23	27
	SC	1	2
	TN	3	2
	TX	2	3
	VA	2	2
Years of Experience	0-5	6	6
	6-14	10	16
	15-19	9	9
	20+	6	5
Education	Bachelors	18	10
	Masters	10	20
	Post Masters	3	6
Professional Development Opportunities Yearly	0	2	0
	1-2	15	10
	3-4	10	20
	5+	4	6

APPENDIX C: HIGH SCHOOL PE TEACHERS PERCEPTION QUESTIONNAIRE

Part I: Teacher Characteristics and Demographics

1. What is your sex?
 1. Male
 2. Female
2. What is your age?
 1. 20-30
 2. 31-40
 3. 41-50
 4. 51-60
 5. 61 or over
3. How many years of teaching experience do you have?
 1. 0-5 years
 2. 6-15 years
 3. 16-25 years
 4. 26-35 years
 5. 36+ years
4. How many students are in your class on average?
 1. 15-20
 2. 21-26
 3. 27-31
 4. 32-37
 5. 38 or more
5. What grade level do you teach?
 1. 9
 2. 10
 3. 11
 4. 12
 5. All of the above
6. In a typical week, how often do your students receive physical education class?
 1. 1
 2. 2
 3. 3
 4. 4
 5. 5
7. Physical education classes at my school last:
 1. 30 minutes
 2. 30-45 minute
 3. 60 minutes
 4. 75 minutes
 5. 90 minutes
8. Highest education level attained
 1. Bachelor
 2. Masters
 3. Post Masters
9. In which state do you currently teach?
 1. NC
 2. SC
 3. VA
 4. TN
 5. GA
10. How much professional development do you attend each year that is specific to high school PE?
 1. 0 workshops
 2. 1-2 workshops
 3. 3-4 workshops
 4. 5+ workshops

Part II: Teachers' Attitudes Toward Curriculum in Physical Education

This instrument consists of sets of statements that describe values and beliefs related to physical education. Please read the items in each group and rate them according to importance to you as a physical education teacher. The scores will be used to identify groups of physical educators with similar values and beliefs.

DIRECTIONS:

1. Please read each statement carefully before answering the question.
2. Consider the importance of each statement to you as a secondary physical education instructor.
3. Please try to provide some variation in your responses. Use the 1 rating only for items you feel are extremely important.
4. Circle one number for each response. The response scale is listed below.
 - 1 = Extremely Important
 - 2 = Very Important
 - 3 = Somewhat Important
 - 4 = Not Very Important
 - 5 = Not Important

SET 1: How important are the following goals for physical education?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|--|---|---|---|---|---|
| 1. To develop components of Health-Related Fitness | 1 | 2 | 3 | 4 | 5 |
| 2. To develop social awareness and concern | 1 | 2 | 3 | 4 | 5 |
| 3. To develop motor skill proficiency | 1 | 2 | 3 | 4 | 5 |
| 4. To develop personal growth (e.g., increased self-concept) | 1 | 2 | 3 | 4 | 5 |

SET 2: How important are the following as programmatic foci for physical education?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|--|---|---|---|---|---|
| 5. Promoting the development of motor skills for participation in a variety of sport activities | 1 | 2 | 3 | 4 | 5 |
| 6. Promoting concern over gender equity and equal opportunities for all students to participate. | 1 | 2 | 3 | 4 | 5 |
| 7. Promoting increased self-esteem in students | 1 | 2 | 3 | 4 | 5 |
| 8. Promoting regular physical activity habits in students | 1 | 2 | 3 | 4 | 5 |

SET 3: How important are the following physical education outcomes in promoting participation in physical activities?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|---|---|---|---|---|---|
| 9. Developing positive social interactions among students | 1 | 2 | 3 | 4 | 5 |
| 10. Developing increased self-confidence or self-efficacy in students | 1 | 2 | 3 | 4 | 5 |
| 11. Developing health-benefits from regular participation in physical activities | 1 | 2 | 3 | 4 | 5 |
| 12. Developing motor skills that can be used to participate in a variety of sports and activities | 1 | 2 | 3 | 4 | 5 |

SET 4: How important are the following outcomes of physical education?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|--|---|---|---|---|---|
| 13. Improved levels of health and fitness in students. | 1 | 2 | 3 | 4 | 5 |
| 14. Improved motor skill performance needed for participation in a variety of sports and activities. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 15. Improved social interactions and acceptance between students | 1 | 2 | 3 | 4 | 5 |
| 16. Improvement in the emotional release opportunities and a reduction in anxiety levels for individual students. | 1 | 2 | 3 | 4 | 5 |

SET 5: How important are the following objectives for physical education at the secondary level?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|---|---|---|---|---|---|
| 17. Mental development of the students (e.g., understanding, thinking skills) | 1 | 2 | 3 | 4 | 5 |
| 18. Physical development of the students (e.g., fitness) | 1 | 2 | 3 | 4 | 5 |
| 19. Object handling development of the students (e.g., ball handling) | 1 | 2 | 3 | 4 | 5 |
| 20. Social development of the students (e.g., social responsibility) | 1 | 2 | 3 | 4 | 5 |

SET 6: How influential are the following factors in determining student participation in physical activities?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|--|---|---|---|---|---|
| 21. The attitudes of an individual toward physical activities | 1 | 2 | 3 | 4 | 5 |
| 22. The social, cultural, political & economic conditions an individual faces | 1 | 2 | 3 | 4 | 5 |
| 23. The motor skills an individual possesses for sports participation. | 1 | 2 | 3 | 4 | 5 |
| 24. The knowledge held by an individual of the benefits of regular participation in physical activities. | 1 | 2 | 3 | 4 | 5 |

SET 7: How important are the following characteristics of a physically educated person?

1 = Extremely Important 5 = Not Important

- | | | | | | |
|---|---|---|---|---|---|
| 25. Performs at an optimal physical level during sport performance | 1 | 2 | 3 | 4 | 5 |
| 26. Enjoys participation in physical activities | 1 | 2 | 3 | 4 | 5 |
| 27. Maintains a level of physical fitness consistent with health benefits | 1 | 2 | 3 | 4 | 5 |
| 28. Demonstrates responsible personal and social behavior during participation in physical activities | 1 | 2 | 3 | 4 | 5 |

SET 8 : How important are the following curricular foci for physical education?

1 = Extremely Important 5 = Not Important

29. A traditional physical education approach to the curriculum including games, sports, gymnastics and dance. 1 2 3 4 5
30. A health-related physical activity approach to the curriculum promoting levels of physical fitness for health benefits. 1 2 3 4 5
31. A humanistic approach to the curriculum promoting the personal growth of students. 1 2 3 4 5
32. A social reconstruction approach to the curriculum including social awareness and advocacy. 1 2 3 4 5

SET 9: How important are the following objectives for physical education classes?

1 = Extremely Important 5 = Not Important

33. Providing large amounts of activity time for students to practice motor skills. 1 2 3 4 5
34. Providing large amounts of activity time for students to work together in groups solving problems. 1 2 3 4 5
35. Providing large amounts of time for students to work on their own gaining confidence in their movement abilities. 1 2 3 4 5
36. Providing large amounts of activity time for participation in activities leading to the development of physical fitness in students 1 2 3 4 5

PART III: Open-Ended Questions

1. How would you rate your current PE program?
2. What does Quality PE mean to you?
3. Describe how you would implement a "quality physical education program".
4. Identify the top components of a quality pe program for high school students.
5. What are the top outcomes that you want your students to leave with?
6. Do you feel like teaching high school PE is important? Why or why not?
7. How do you think others view Physical Education?

APPENDIX D: OPEN CODING EXAMPLE

Figure 1 Open Coding Example

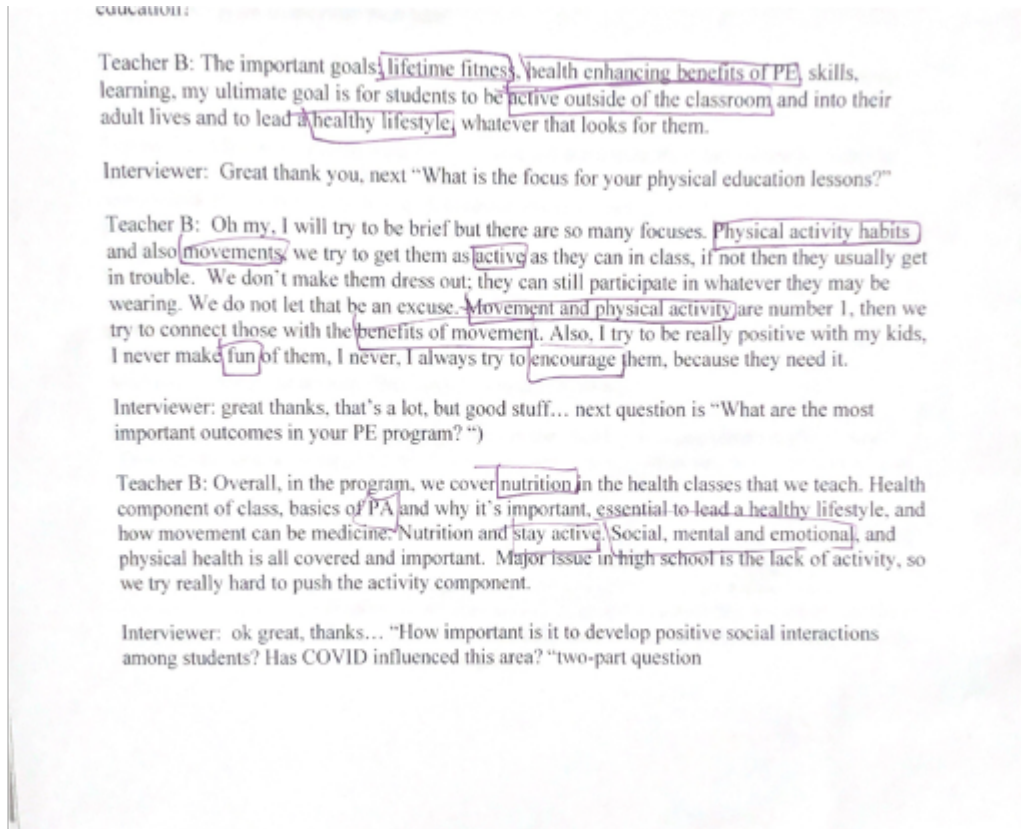


Figure 1 shows an example of open coding that took place for each of the interviewee responses. The researcher went through all the transcripts and circled words that stood out, frequently used words, and phrases that had some meaning or relation specific to physical education.

APPENDIX E: COLOR CODING OF CODES

Table 2 Color coding of codes

<p>In order to move it must be fun</p>	<p>Some people really need to focus on nutrition</p>	<p>We want students to take what we teach them and be able to create a lifetime of healthy choices, or at least have the knowledge to do it.</p>	<p>Our district focuses on the sport education model</p>	<p>They should be held accountable for their learning and understanding of the benefits of physical activity.</p>
<p>A physically educated person should be able to make wise and sound nutritional choices</p>	<p>Knowledge, skills, and confidence to enjoy activity for a lifetime</p>	<p>Physically educated person has an awareness of what fitness looks like</p>	<p>Due to the pandemic, we are focusing solely on the fitness education model</p>	<p>A physically educated person understands why being active is important</p>
<p>Our goal is to find an activity for everyone</p>	<p>Know how to maintain a healthy level of fitness</p>	<p>A goal of PE is to educate students about leading a healthy lifestyle</p>	<p>Quality pe is finding ways to make a healthier you and discovering ways to make that important</p>	<p>You can have fun and be fit all at the same time</p>
<p>Teaching lifelong healthy habits</p>	<p>Quality PE is students being active is the most important</p>	<p>Always working and focusing on sportsmanship</p>	<p>Enjoys and seeks out ways to be active</p>	<p>PE should be an environment of fun, laughter, learning, and movement</p>
<p>A physically education person is someone who has knowledge, willingness to learn, and enjoys body movement.</p>	<p>Right now, my entire focus is on having students move</p>	<p>Understanding the health enhancing benefits of PE is an important goal</p>	<p>Moving and learning are the top priorities</p>	<p>Quality pe is students actually learning some objectives while doing the movements</p>

Top focus is to get movement out of the students	Active and something they might stick too	The next best benefit of PE, next to movement and activity , is learning to get along with others	Students should be able to move efficiently	The program is quality when the students understand how to live a physically active and healthy lifestyle
Developing Teamwork, sportsmanship, and cooperation are top goals of a Quality PE program	Quality pe means students are moving a lot, learning through choices , and just moving more.	Students can implement the things they learn	My ultimate goal is for students to be active outside of the classroom	Movement and physical activity are my number 1
Quality pe teaches students about proper nutrition , life choices , and educates then on what is necessary to be healthy .	A physically educated person knows what healthy eating looks like	Ultimate goal of PE is to keep kids moving and active	By encouraging healthy lifestyles by improving general fitness through developing of physical literacy	Analyzes the parts of the lifestyle that are healthy versus those that are not

Table shows examples of interviewee responses that were color coded, in groups that were similar in meaning, for example the words movement, moving, active, physically active were all colored the same color as they all have very similar meanings. This process aided the researcher in connecting the frequent codes into categories.

APPENDIX F: CATEGORIES OF THEME EXAMPLE

Table 3 Categories of theme examples

Fun and Engaging	Moving and Active	Knowing	Working Together	Varied Content
fun	Active	Education	Working together	Sport
choices	Movement	Important	Get along with others	Education
engaging	physically	Willingness	Communication	Fitness
encouraging	active	Knowledge	Teamwork	Education
g	physical	Learn	Sportsmanship	proper
You can	fitness	Understanding	Always working and	nutrition
have fun	Move	Benefits	focusing on sportsmanship	healthy eating
and be fit	Moving	take what we teach		Skills
all at the	Activity	them		
same time		willingness to learn		
		confidence		

Table 11 shows the different colored coded words placed into themed categories of similarities.

APPENDIX G: DESCRIPTIVE DATA ON SOCIAL DEVELOPMENT DOMAIN

Table 4 Descriptive data on social development domain

Statement	Mean	SD
To develop personal growth (e.g., increased self-concept)	4.42	.94
Promoting regular physical activity habits in students	4.45	.98
Developing motor skills that can be used to participate in a variety of sports and activities	4.19	.98
Improvement in the emotional release opportunities and a reduction in anxiety levels for individual students.	4.33	.95
Social development of the students (e.g., social responsibility)	4.24	.95
The knowledge held by an individual of the benefits of regular participation in physical activities	4.22	.91
Demonstrates responsible personal and social behavior during participation in physical activities	4.30	.88
A social reconstruction approach to the curriculum including social awareness and advocacy.	3.85	.04
Providing large amounts of activity time for participation in activities leading to the development of physical fitness in students	4.33	.90
TOTALS	4.26	.95

APPENDIX H: DESCRIPTIVE DATA ON MOTOR SKILL DEVELOPMENT DOMAIN

Table 5 Descriptive data on motor skill domain

Statement	Mean	SD
To develop motor skill proficiency	4.17	0.96
Promoting increased self-esteem in students	4.41	0.84
Developing health-benefits from regular participation in physical activities	4.58	0.79
Improved social interactions and acceptance between students	4.34	0.96
Object handling development of the students (e.g., ball handling)	3.82	0.99
The motor skills an individual possesses for sports participation	3.97	1.05
Maintains a level of physical fitness consistent with health benefits	4.33	0.87
A humanistic approach to the curriculum promoting the personal growth of students	3.86	1.04
Providing large amounts of time for students to work on their own gaining confidence in their movement abilities.	4.05	1.01
TOTALS	4.17	0.95

APPENDIX I: DESCRIPTIVE DATA ON SELF-ACTUALIZATION DOMAIN

Table 6 Descriptive data on self-actualization domain

Statement	Mean	SD
To develop social awareness and concern	4.03	0.99
Promoting concern over gender equity and equal opportunities for all students to participate.	3.95	1.01
Developing increased self-confidence or self-efficacy in students	4.39	0.95
Improved motor skill performance needed for participation in a variety of sports and activities.	4.07	1.00
Physical development of the students (e.g., fitness)	4.36	0.88
The social, cultural, political & economic conditions an individual face	3.83	1.16
Enjoys participation in physical activities	4.40	0.88
A health-related physical activity approach to the curriculum promoting levels of physical fitness for health benefits.	4.28	0.92
Providing large amounts of activity time for students to work together in groups solving problems.	3.90	1.08
TOTALS	4.13	0.99

APPENDIX J: DESCRIPTIVE DATA ON PHYSICAL ACTIVITY/FITNESS DOMAIN

Table 7 Descriptive data on PA and Fitness Domain

Statement	Mean	SD
To develop components of Health-Related Fitness	4.32	1.13
Promoting the development of motor skills for participation in a variety of sport activities	4.05	1.04
Developing positive social interactions among students	4.40	0.86
Improved levels of health and fitness in students.	4.40	0.98
Mental development of the students (e.g., understanding, thinking skills)	4.17	0.89
The attitudes of an individual toward physical activities	4.31	1.02
Performs at an optimal physical level during sport performance	3.77	1.08
A traditional physical education approach to the curriculum including games, sports, gymnastics and dance.	3.67	1.06
Providing large amounts of activity time for students to practice motor skills.	3.98	1.01
TOTALS	4.12	1.01

APPENDIX K: MOVING AND ACTIVE THEME ANALYSIS

Table 8 Moving and active theme analysis

Source	Examples
Open-Ended	“Students are moving the majority of the time” “50% of class time MVPA” “Lots of time moving”
Interviews	Anne: “I think my entire focus is having my students moving, whether it’s simple like walking or strenuous as running.” William: “It is my belief that the ultimate goal of physical education is to keep kids moving and active.” Brandon: “my ultimate goal is for students to be active outside of the classroom and into their adult lives.”

APPENDIX L: KNOWING THEME ANALYSIS

Table 9 Knowing theme analysis

Source	Examples
Open-Ended	“intentional learning and assessment” “Quality PE is intentional, standards-based” “opportunities for problem solving and critical thinking.”
Interviews	Jack: “I want them to understand the importance of their health.” Betty: “I guess the most important outcome is that student’s value personal health and exhibit healthy lifestyles while being able to weed out the fads and quick fixes.” Sally: “I want them to leave with a deep understanding of fitness, health, and nutrition.”

APPENDIX M: FUN AND ENGAGING THEME ANALYSIS

Table 10 Fun and engaging theme analysis

Source	Examples
Open-Ended	“happy, engaged,” “students are enjoying being there.” “class should be fun, and students should be enjoying themselves”
Interviews	Jack: “I love teaching students to love to move and be active.” Andrew: “Students have to move, and in order for them to want to move it has to be fun, and that usually happens when they have some choices.” William: “The focus of my physical education lessons is creating activities that are fun and engaging, but also that promote high levels of activity”

APPENDIX N: WORKING TOGETHER THEME ANALYSIS

Table 11 Working together theme analysis

Source	Examples
Open-Ended	“socialization” “teamwork” “self-responsibility”
Interviews	Jack: “other than the benefits of being active, the next most important thing is learning to get along with others, to accept differences, to learn to cope with everyday things.” Andrew: “healthy and positive social interactions is critical for success in life.” Bob: “We use sports education and thus we are always working on sportsmanship.”

Social Emotional Learning in Physical Education – Addressing the Social Domain

Dr. Natalie Boone

What led to this?

- to investigate secondary PE teachers attitudes towards and perceptions of PE.
- 67 secondary PE teachers representing five different states
- determine perceptions of PE curriculum domains
- investigate perspectives of PE
- online surveys and interviews

Results of Study

- Social Development (top curriculum domain)
- Themes
 - Working together
 - Moving and Active
 - Knowing
 - Fun and Engaging

Key Finding

Social Development Domain

COVID-19 Pandemic

What do we do about this?

What is SEL? What does it look like in PE?

- Turn and Talk

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand, manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL)

- Turn and Talk

- Teamwork
- collaboration
- decision making
- relationship building
- understanding emotions
- being responsible
- setting goals

Importance of SEL in PE

- If we focus on developing the WHOLE CHILD and meeting the basic needs of students through SEL skill development, we can ...
 - Increase students' interest in learning
 - Improve student behaviors
 - Prevent and/or reduce bullying
 - Improve overall school climate
 - Increase self awareness
 - Increase academic achievement
 - Increase positive behaviors
 - Equip students with coping strategies to help them deal with LIFE

Strategies for the PE

- Meet students at the door
- Use their names
- Be Human
- Have routines and structure
- Partners
- Teamwork
- Choice

Activities for SEL

SEL 1: Self Awareness

- * Emotions Jenga

SEL 2: Self Management

- * Domino of Emotions

SEL 3: Social Awareness

- * Scavenger Hunt

SEL 4: Relationship Building

- * Finding the Way

SEL 5: Responsible Decision Making

- * Memory Challenge

Wrapping it up...Thank

- Thoughts on those activities?
- Do you feel like you could implement these now with ease?
- Understand that you already do this stuff, just put some standards to them.

Thank You!!



Any questions??

APPENDIX P: SEL IN HPE DOCUMENT FOR DISSEMINATION



What is it: Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, 2012)

What does it look like in PE: teamwork, collaboration, decision making, relationship building, understanding emotions, being responsible, and setting goals!! These are things that you should be doing in PE anyway!! We teach Social Emotional Skills EVERYDAY!!

On the back of this page is a table with some example games to implement SEL into your HPE program with ease. Each game is matched up with the correct NASPE standard it addresses and the SEL standards that align with the activities as well.

If you have concerns or questions please contact Natalie Boone, nboone@mhu.edu, (828) 506-5111, 100 Athletic Street/ Mars Hill NC/ 28754

Activity Name	How to Play	NATIONAL PE STANDARDS	SEL STANDARDS
Emotions Jenga	<p>On each Jenga piece write a different emotion that humans experience in life! Students do an activity or skill to earn a Jenga piece , once pulled the student must explain that emotion to their team and give an example of when someone might display that emotion. Continue until Jenga tower falls. You can adapt this to any grade level .</p>	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p>	<p>Social Awareness: Understanding and assessing emotions, strengths and weaknesses.</p> <p>Self-management: Regulating emotions and thoughts and setting realistic goals.</p> <p>Relationship Skills: Building and maintaining healthy relationships, communication skills and teamwork abilities.</p>
Domino Affect	<p>Write emotions or designate each domino to be a different emotion. To collect a domino, students must complete an activity or skill of teacher choice.. This skill or activity can be modified to fit the grade level. Once collected, each team will create a train with their dominos. Your teams train must connect with other teams' trains as well. While building trains, talk about the different</p>	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p>	<p>Social Awareness: Understanding and assessing emotions, strengths and weaknesses.</p> <p>Self-management: Regulating emotions and thoughts and setting realistic goals.</p> <p>Relationship Skills: Building and maintaining healthy relationships, communication skills and teamwork abilities.</p>

	<p>emotions. Then set one domino off and watch them to their thing. Then talk about how our emotions not only affect us but they can impact all around us, that is why we need to be caring, understanding, and knowledgeable about our emotions.</p>		
Finding the Way	<p>Teambuilding game where students take turns trying to find their way through the maze of poly spots and get to the end. But with every wrong move, they must head to the back of the line and give someone else a chance. It's great for memory-practice, communication, and team activity. Create fun and challenging mazes, switch up the leaders, and give it a go!</p>	<p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Responsible decision-making: Making good choices based on situations, ethics, norms and the problems at hand.</p> <p>Relationship Skills: Building and maintaining healthy relationships, communication skills and teamwork abilities.</p>

<p>Memory Challenge</p>	<p>This game is a must play! Players work together both physically and mentally to collect their teams' beanbags that are hidden beneath cover. It's a memory game, so some sharp thinking is needed to be successful. It's also a movement game, where speed can be advantageous. This can be done to themes or holidays for more fun</p>	<p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Responsible decision-making: Making good choices based on situations, ethics, norms and the problems at hand.</p> <p>Relationship Skills: Building and maintaining healthy relationships, communication skills and teamwork abilities.</p>
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