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ELEMENTARY EDUCATORS' PERSPECTIVE OF
PHYSICAL EDUCATION AND THE
PHYSICAL EDUCATION
TEACHER

A Thesis

by

JENNIFER M. GARCIA

Submitted to the Graduate College of
The University of Texas Rio Grande Valley
In partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE

May 2016

Major Subject: Health and Human Performance

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May 2016

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ABSTRACT

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Physical education continues to have the reputation it has had for years of being a subject of marginalization and of least importance in the school curriculum. The purpose of this study is to gain a better understanding of the perceptions of educators of physical education and the physical education teacher in the Rio Grande Valley. The researcher attempts to find, understand, and describe the perceptions of the educator's view of this subject matter.

Statistical significance was set at the .05 level for both tests of analyses. The researcher offers the null hypothesis of no difference between educator's perception of PE teacher and PE class. Thirty-five educators participated in a survey. The survey consisted of fifteen statements using a 1 to 5 point Likert Scale system.

DEDICATION

I would like to take this time to dedicate my Master's and thesis to God who has given me the wisdom, knowledge, patience, belief in oneself and the ability to fulfill the requirements to complete my classes and my study. Praise and worship belongs to my God who has supplied all my needs to fulfill the work needed.

Along with God, I dedicate my Masters degree and study to the love of my life my husband: Javier I. Garcia. There were many days and nights of frustration but you helped me keep my composure and always acknowledged that everything was going to be ok. Besides my husband, I owe this to my children: Jayda, Janel, and Justin it was all three of them that I was doing this for. I also want to thank my parents Esmeralda and Rogelio Pena for supporting me and helping me with the children when I needed time to study. Last, I could not have done it without the help of my in-laws who gave up their evening and weekends to take care of the children so I can study. To my whole family, I love you all and I am deeply humbled to have great family support that has helped me every step of the way. Without your support my thesis and study would have been impossible.

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CHAPTER I

INTRODUCTION

A common misconception among physical education is that pedagogical teaching in physical education (PE) class are of less value to school curriculum. Many elementary classroom teachers and administrators agree on the importance of physical education and the role of physical educators. However, for others in the school community, think otherwise “feelings or attitudes can be indicated on a continuum from negative to positive, reflecting the direction and intensity of the attribute” (Ajzen, 1988). Physical education separates itself from any other subject in the school curriculum, because unlike other classes students are required to be active at various times throughout the lesson. A close inspection reveals that physical education, as a subject, lacks recognition, and that physical education teachers are valued less in comparison to core subject teachers, “The status of physical education and its teachers and the traditional noble subjects and their teachers was not entirely equivalent” (Ferreira & Moreira, 2011). Various factors have emerged from studies identifying positive or negative viewpoints from both elementary classroom teachers and school administrators. Research from the Journal of The Physical Educator, article Teacher Perceptions of Physical Education in the Primary School: Attitudes, Values and Curriculum Preferences reports that a large amount of classroom teachers have negative views towards PE (Brumbaugh, 1987; Howarth, 1987; Portman, 1996; Xiang,

Lowy, & McBride, 2002). However, research from the Journal of Educational Research study titled: Classroom teachers and the challenges of delivering quality physical education indicate that classroom teachers believe and acknowledge PE as an important subject (DeCorby, Halas, Dixon, Wintrup, & Janzen, 2005).

Statement of the Problem

This current study addressed what the positive and negative perceptions of both school administrators and elementary classroom teacher's perception of the PE teacher and PE class as a subject in school's curriculum. No study has researched the perceptions of educators within the observed location.

Purpose of the Study

This study served to figure the reasons why school administrators and elementary classroom teachers either acknowledge or reject the importance of the physical education teacher and physical education in the school curriculum. The goal of this study is to describe, discuss, and discover the perceptions from these group of educators; therefore, evidence helped physical educators be advocates for improving their PE program.

Need for the Study

There is not enough research on classroom teachers and administrators perception of PE in the selective region where study will be taken place. This study served to evaluate educator's interpretations of the job and role of the physical education teacher. New research will help PE teachers advocate for themselves and their class.

Research Questions

1. What are elementary educators perceptions of physical education?
2. What are elementary educators perceptions of the physical education teacher?

Null Hypothesis

1. There is no difference on educator's perceptions of physical education.
2. There is no difference between educator's perceptions of physical education teacher.

Assumptions

When the study will be conducted the investigator will assume the following:

- Participants will take their time reading the questions
- The questionnaire will be answered honestly by the participants
- The questionnaire will be answered voluntarily by the participants

Limitations

Limitations that will be observed due to the essence of the study:

- The participants will only be educators from the Rio Grande Valley.
- The participants will only be chosen from one school district.
- Only one school from the school district will be chosen; therefore, the perception towards PE curriculum and the PE teacher may be heterogeneous (shared perception among all certified faculty).
- Participants can only participate in survey on the selected date of the study.

- Participant's opinions maybe based on past experiences.
- Participant's opinion will maybe based on lack of knowledge about the subject matter of physical education and subject PE teacher's role and responsibilities.
- Participants past experiences may have made them form opinions without having a positive experience and learning more about the role of the physical education.
- Limited faculty with certification.
- Only face-validated instrumentation. Validity and reliability of the self-generated instrument have not been confirmed.

Delimitations

The context of this quantitative study is to outline and investigate the reasons why school administrators and elementary classroom teachers either have a positive or negative perception of both the physical education teacher and physical education as a subject. Due to suitable timing, the following delimitations will be urged:

- Participants will only be certified classroom teachers (state teaching certificate) from one school
- Administrators that will be selected will only be from one single school.

Significance of the Study

The significance of this study was to understand educator's perceptions of PE class and PE the teacher. Results of this investigation will help the reader understand any bias assumptions on the part of classroom teachers and administrators.

Organization of Remainder of Study

Chapter two will inform the reader about relevant literature and findings pertaining to this study. Chapter Three will display the methods that will be used in the present study. Methods used are: collection of data, analysis of data and participants description. In the fourth chapter the investigator will inform about collected data and statistical analyses used for this study. In the final chapter, the researcher presents a summary of findings, conclusions, and recommendations for future study.

CHAPTER II

REVIEW OF LITERATURE

Statement of the Problem

Unlike other subjects, physical education offers learners abundant opportunities that contribute to students' overall well - being. Every time a student leaves a PE class they have been engaged physically, mentally and socially. The current study sampled opinions of elementary educators regarding their perception of physical education and the physical educator within a South Texas school district. It determined what positive and negative views these individuals have towards physical education and the physical educator. Physical Education classes don't always get the recognition it deserves, these courses help students grow physically and emotionally on a daily basis. In order for educators to understand the true value of physical education, PE teachers need to advocate their contributions to the development of healthy students. Hardman and Marshall found that "Although recognized as one of the most valuable and important vehicles for encouraging and teaching children to lead active lifestyles, primary school physical education is inhibited by low status, reduced time in school curriculum, and poor quality programs" (Hardman & Marshall, 2001).

For years, physical educators have fought to demonstrate how important physical education is, according to Lux "nearly 35 years of research on this phenomenon has demonstrate

that PE is in fact considered less valuable in the hierarchy of school content areas”(O’Sullivan, 1989; Stroot, Collier, O’Sullivan, & England, 1994). All physical education curriculums is developed by the National Association for Sport and Physical Education along with different state agencies, furthermore, to comply with state standards every school district must adhere to these criteria’s. Finally, physical educators are held accountable to fulfill state or local curriculum. Physical education has the reputation of being a low status subject with no academic value in schools, there is wealth of literature that states that physical education is viewed as a low status subject and physical educators as marginalized pedagogued, (Solmon, Worth, & Carter, 1993; Smyth, 1995; Stroot, Collier, O’Sullivan, & England, 1994; Woods & Lynn, 2001). Amongst many classroom teachers, physical education has not been able too assert itself as subject that is critical. However, some educators have recognized the positive aspects and value of physical education. Relevant literature will be provided to inform and examine the perceptions of elementary educators towards physical education and the physical educator.

Is Physical Education less of an Academic Subject

In the article titled Specialist and Nonspecialist, authors Faucette and Hillidge (1989) describes that a large number of classroom teachers believe physical education holds little value as compared to other academic subject areas. The career of physical education teachers can be described as a life of insignificance, meaning the subject they teach is perceived as less valued than other core subject teachers. (Gaudreault & Woods, 2013). Literature has suggested that in fact, physical education is and has been marginalized as an academic discipline (Johns & Dimmock, 1999). Often the class of physical education can be depicted as practical in nature but viewed as non intellectual or academic argued Sparks and Templin (1990). The knowledge gained

in physical education class is viewed as utilitarian and related to non-professional vocations that are deemed low status in society, and hence, the educational system (Gaudreault and Woods, 2013). Many classroom teachers have the notion of physical education as a class of free play. Teacher's perceptions of PE are one of daily-unorganized free play, it is perceived as a subject for fun and enjoyment (Ndhlovu & Shimishi, 2015). Many classroom teachers assume that physical educators have poor pedagogical awareness and many do not follow mandated curriculums. Many have commented that there is not enough variety of activities as well as the curriculum (Barney & Deutsch, 2009). As a whole physical educators need to implement a diverse curriculum that focuses on state standards. There focus should be teaching children the science and method of physical activity and healthy living ([NASPE, 2012](#)). The programs developed must also mirror state and local curriculum that should resemble a road map for students to live a healthy lifestyle (Carlson & Henninger, 2011). Most classroom teachers speculate what goes on in a physical education class. In a case study interview of a physical educator Lux and McCullick (2011) found that the PE teacher does not only utilize free play as a method of teaching but also includes Math in her teachings. She works with classroom teachers to incorporate fractions into her lesson. As students run the mile she will go over the amount of laps they will do and use that a fraction math problem. Ferreira and Moreira stated that physical education teachers "are disadvantaged in terms of rewards and support to their work, or in terms of perception that other teachers have; so these perceptions underline usually the non-academic, anti intellectual and peripheral nature of the subject they teach" (Ferreira & Moreira, 2011). Furthermore, they found that classroom teachers view PE classes as a place where students do not have the opportunity to be analytical or logical (Ferreira & Moreira, 2011). The status of physical education to other subjects is not equivalent. For years physical educators have received little respect because PE is viewed as not being an

academic subject, “Physical Education is an important subject, because it contributes to well-being and improves the physical condition of children, but then again it is not assigned the same importance as the one assigned to History, Mathematics, etc.” (Ferreira & Moreira, 2011). Physical Education teachers have gained a professional status characterized as not being up to par with other teachers of more intellectual subjects. Teachers from other subjects statistically reported that a student being absent in physical education is not harmful compared to missing another subject.

Negative Perceptions of PE

Classroom teachers find no purpose in physical education class, in Brumbaugh (1987) study concluded that classroom teachers were not sure of the purpose and importance of PE (Brumbaugh, 1987). In this same study, classroom teachers considered PE to be a low priority in relation to alternative subjects, “Physical education was easily overlooked in many schools due to time constraints and the desire for extra teaching time in other subject” (Ndhlovu & Shimishi, 2015). Many in the school community do not appreciate or value physical education, it appears that students, parents and administrators believe physical education classes can be overlooked, as they are not deemed not important (Kim & Taggart, 2004). As these problems continue to occur physical educators continue to see a loss of class time due to students being prepared for state assessments during physical education. Not only are physical education teachers battling to keep PE consist with other subjects, furthermore, they are also struggling to keep physical education in the school curriculum. In many instances physical education was kept out of the core curriculum in areas such as humanistic, scientific, aesthetic, and modern values many times PE has been dubbed as an ancillary discipline (Ferreira & Moreira, 2011). Carvalho found that PE continues to not be recognized as being an important subject (Carvalho, 2002). Aside from losing PE class time

for state assessment preparation, at times, school administrators take over gymnasiums for preparation of assemblies, pep rallies, or other school functions. Many times, the PE teacher is left without administrative support to follow through with their lessons. The physical education classroom is often hindered because school administrators use the gym as a study or resource room focusing on subjects other than PE (Kougioumtzis, Patriksson, & Strahlman, 2011). In a Lux and McCullick study, they found that coaches regularly defend their teaching space because administrative and colleagues consider the gym to be considered public space (Lux & McCullick, 2011). Often, PE class time has been reduced in the student's daily schedule and been replaced by other subjects which are more important. "The current educational reform movement and implementation of No Child Left Behind (NCLB, 2001) have exacerbated the situation with the explicit prioritization of reading, mathematics and the traditional academic curriculum. In order to provide more time for reading and math, time for other subjects that are not included in NCLB (such as PE) is often diminished", (Lux, 2010). According to Lux, 44% of administrators that participate in NCLB, cut recess and PE time so students can focus more on math and reading. As PE continues to be marginalized, both resources and time continue to be reduced in the curriculum (Barney & Deutsch, 2009). If support for PE continues to diminish, the elementary classroom teacher's low perception of physical educators will remain. Kim and Taggart found the learning environment for physical education is very poor. Furthermore, they found that teacher expresses few approaches to engaging with the physical education teacher (Kim & Taggart, 2004).

Structuration Theory

Having mentioned the different complications that physical educators deal with on a daily basis, many PE teachers choose to alienate themselves from their teaching counterparts.

Complications in their working environment affect physical educators attitude towards teaching, which in turn, affects their daily performance. In a study conducted by Giddens, he explains how social practices influences the way a physical educator acts in the work place (Giddens, 1984). Actions that are made can be reinforced, constructed, or changed by the interplay of the individuals in that working environment. Negative workplace environment influences a physical educators daily performance, it “manifest itself in the behavior, action, and language of an individual with other individuals within the social environment” (Lux & McCullick, 2011). McFadden suggests that Structuration Theory gives scholars an insight into this social phenomenon in educational settings, and that together, everyone can discover and improve the workplace environment with practical solutions (Scott & DeSanctis, 2006). Physical educators are part of the teaching staff that consists of grade level teachers, administrators, and auxiliary (aides). This staff needs to work together to find the best resources to educate students without feeling alienated from one another. Ultimately, physical educators depending on his/her work environment, will select their own approach to school community involvement. This approach can have a significant impact on how both physical education and physical educators are portrayed.

Physical Education Foster Diplomatic Relations

Physical educators continuously need to have good relations with people involved in the school community. Given that these opportunities can help increase relationships and provide important networking (Lux, 2010). PE teachers need to be flexible and willing to work with their colleagues. Working with the education community can help ensure the overall growth of all students. Research has found that, if physical educators actively participate in assisting classroom teachers with their subject, this strategy can help elevate their status amongst colleagues and

administrators (Lux, 2009; Rovegno & Bandhauer, 1997). Working together will help create an alliance within the teacher community and help strengthen the connections with colleagues. Negative perceptions of physical educators happen when they decide to isolate themselves from school, community functions, meetings, and if they feel to be punctual. Most of the time, school meetings have little to do with PE. However, attending and participating in these meetings and functions can help increase the presence of the physical education teacher and their program. Attendance at school and grade level meetings supports the argument that physical education requires the abilities and pedagogical skills that are essential for teaching other subjects. It is important that physical educators take the initiative to collaborate with other teachers in order to develop cross curriculum connection in their lesson plans. In a Lux and McCullick (2011) study, a descriptive was provided of how a physical educator increased her presence in her school environment where PE classes were viewed as marginal subjects. The study stated that the teacher took the time to volunteer and communicate with other educators on ways to promote interdisciplinary lessons into her classes. As she became an advocate for her classes she, promoted a positive image of the strong presence of PE at her school. She recognized the importance of attending meetings of the dispute view due to that some physical educators have in regarding these meetings as free time. Also, she spoke of the importance of the physical educator collaborating with campus principals to ensure visibility and increase the coverage of other subjects in the physical education class, such as “grading policies, curriculum units that their student will be participating in, classroom rules, national standards, equipment and class implementation” (Barney & Mauch, 2003). The recommendations made by this outstanding educator can help dissuade negative perceptions that some administrators, teachers and parents might have of elementary physical education teacher.

PE is being Marginalized and Causes PE Teachers Feeling Burn Out

Most physical educators don't have the luxury of working with reduced classes. Most teach a whole grade level with classes ranging anywhere from fifty to eighty plus students on average. Some school districts employ two certified physical educators. However, others can only afford one and employ a teachers' aide to help out with the classes. It is important to note that most physical educators are involved with the transitioning from one class to another, many times they have to deal with having two grade levels at a time. This affects the physical educator instructional time and duties. Often, teachers pick up their students late from PE. This, in turn, takes allotted time from physical education. When this happens, safety becomes a very real concern when class sizes can grow up to 140 students, yet there are only two educators to supervise them. Often times, when the PE aide is absent, the physical educator is forced to work alone. Since aides are not considered professionals, a substitute cannot be called in to assist. Macdonald found that the marginalization of PE in school impacts the way physical educators understand their job and their performance (Macdonald, 1995). According to a study conducted by Solmon, Worthy, and Carter, there is a common school perception that PE is not an actual class with a structured curriculum (Solmon, Worthy, and Carter, 1993). Many times, administrators assign physical educator other responsibilities such as tutoring, lunch duties, and hall supervision. This takes time away from class planning time. This can result in the physical educator feeling being burned out and feeling low self – efficacy (Carlson & Henninger, 2011). As a result, many physical educators tend to leave the profession early. In article by Brouwers, Tomic and Bouijt, they found that relationships between social support, job demands, job control and the perception of self efficacy are determinants of PE teachers feeling burned out due to lack of support from the school community

(Brouwers, Tomic and Bouijt, 2011). According to Taheri, Forouzandeh, Zameni and Seddighit, burnout can slowly decrease the job satisfaction and efficiency among employees (Taheri, Forouzandeh, Zameni & Seddighi, 2012).

Assessments

In order for physical education to increase its legitimacy and perceived value, physical educators must be held accountable. PE teachers need to be held accountable in the way they assess their objectives and align them to both state and national standards. The casual nature of informal accountability reflects a weak system where teachers meet minimal managerial expectations. For consistency, it is imperative that the grading system used for PE classes is the same as the grading system used for every other subject (Laureano et al., 2014). Some assessments that are currently practiced in physical education do not correlate with local, state or national standards. For this reason, classroom teachers perceive that physical education is not as rigorous as other core subjects taught in school (Richards & Wilson, 2012). “When the grading systems used in PE are different from the ones used in other core content areas people are led to believe that PE is not valued by the teachers and administration All grading systems in schools should be consistent from subject to subject so as to not portray one as more important than the other”, so physical educators need to ensure they are assessing their students to check for accountability (Laureano, et al., 2014). In his article, Baghurst reports that until physical educators are held accountable for their student’s progress and maintain responsibility in complying with state standards, school colleagues will continue to undermine and downplay physical education as content subject (Baghurst, in press).

Classroom Teachers and Administrators Value PE and PE Teachers

Vast literature from Xiang, Laureano and Barney has shown that the school community supports and values physical education as an important subject and the physical educator as a crucial member of school faculty. The physical educator must participate in daily school agenda in order to foster a positive school climate in healthy relationships amongst colleagues. In addition, when there are healthy positive relationships, there is more collaboration between classroom and PE teachers. When administrators see their staff support one another, their behavior is positive and supportive towards all educators (Barney & Deutsch, 2009). Barney and Deutsch found that elementary teachers attitudes about physical education changed many positive attitudes for both the subject and the teacher (Barney & Deutsch, 2009). Some suggested that they appreciated the PE teacher and the job they do, others shared that physical education is, “an opportunity for students to learn and develop skills that can last a lifetime” (Barney & Deutsch, 2009). A study suggested that the class of physical education is considered the best form of exercise that students can accomplish because it allows students to develop moral character that in return will build their self-esteem (Bredemeir & Shields, 1995). Implementing current pedagogy teaching styles by physical educators can be a gateway for improved communication with both classroom teachers and administrators.

Childhood Experiences: Mixed Conceptions

Many times classroom teachers and administrators visualize their childhood experiences in physical education either positive or negative. Many base their opinion of PE from the experience they had as students. In a survey by David Barney, he asked elementary classroom teachers for their experience with physical education as children. One teacher mentioned that she

was criticized instead of being encouraged. Others mentioned that all they could remember doing in physical education class was running and playing dodge ball. The way some physical educators behave towards their students will greatly affect the perspectives they will have as adults. As children get older they can either be advocates for physical education or they can discredit it. Aicinena provides us that the bad experiences students face in physical education class can decide the fate of both the physical education teacher and physical education in their own community (Aicinena, 1991).

Literature portrays positive and negative perceptions from classroom educators towards physical education and PE teachers. Many times, the classroom teacher's lack of physical education background does not help them understand the benefits of the subject. To improve understanding, physical educators need to advocate for the importance of PE in the school curriculum. Various educators in the school community acknowledge the importance of PE. However, physical educators need to find ways to promote their programs and create a better understanding of them. Together, educators need to work with one another so students can reap the benefits of a solid physical education program. If everyone in the school community can collaborate together, everyone may see the potential of physical education. Research findings will inform readers how classroom teachers and school administrators perceive physical education and the role the PE teacher plays in the school curriculum. The next chapter will give an understanding of the methods that were used in the study to inform and explain the perceptions of elementary educators.

CHAPTER III

METHODS

Introduction

Chapter 3 presents the overview steps taken by the researcher in getting the study ready in 7 sections. In this chapter, researcher explains the rationale for the selection of the site and participants for this study to fully understand the perception of classroom educators and administrators towards PE and the physical educator. Collection of data explained how and when the researcher will collect the information from the selected sample. The use of a 5-point Likert scale measured fifteen statements given to classroom teachers and school administrators on their perceptions of PE and PE teacher.

Site and Participants

A total of thirty-five educators made up the sample of this study. Study was conducted during the 2015-2016 school year. To qualify to participate in the study, all participants must be certified educators. Certified educators have state certifications given by the state for passing state examination in a specific subject. The educators took about ten to fifteen minutes to fill out the survey. The survey measured educators' perspective of physical education and physical

education teacher. An elementary school in the Mission Consolidated School District was selected for this study. Participants teaching experience ranged from one to thirty years.

Procedures

The steps that were taken by the researcher before the start of the study was to set up a meeting with campus administrator. Researcher briefly discussed the plans taken to conduct the study in a timely matter. After meeting with the administrator, a meeting schedule was formulated for the study to be conducted. The researcher then got written consent from the administrator which states that the stating researcher has permission to conduct study on selected date on campus to certified educators. When a selected date was determined with the approval of Institutional Review Board and campus administrator, the researcher briefly met with educators during an after - school staff meeting. The researcher gave directions to participants before passing out survey. Once the survey is filled out, the researcher then collected data. After the collection of data the investigator determined the amount of participants.

Research Design

Using a quantitative approach, this study measured perspectives of elementary educators towards physical education and the PE teacher. The researcher designed questions that correlated in answering two questions formulated in the study. Next, the researcher used a survey to answer the two questions being asked. Quantitative research focused on the numerical data from the survey answered by the educators to generalize answers from the questions being asked.

Instrument

A survey conducted in Barney and Deutsch article titled Elementary Classroom Teachers attitudes and perspectives of elementary PE was used as a template for researchers own survey. Literature review yielded no validated questionnaire to be used to answer the research questions of the study. Only face validity of the instrument was obtained by developing needed items with an expert who has 20 years of pedagogy experience at the college level. Fifteen statements created by researcher and answered by participants provided evidence regarding how educators perceive physical education and the physical education teacher. The 5-point Likert scale was designed from one representing highly agree to five highly disagree. The study was completed by a population of 35 participants. The objective of the statements was to get educator's feedback on given statements to gain an understanding of any biased perceptions towards the physical education teacher and PE.

Data Collection

A total of thirty-five educators with one to thirty years of experience were randomly selected from an elementary school campus in the Mission school district. The research was conducted on campus at an after school teachers meeting. Data collection was done during the first part of the meeting. Educators did not have to sign any permission forms, because the study was anonymous. Before surveys were distributed, the researcher encouraged participants to answer survey questions honestly and take their time filling survey out. The researcher also announced that once participants finished the study, they raise their hands so the researcher may collect the survey.

Data Analysis

The data was analyzed and interpreted by the responses given by the elementary educators. For this study, the research was utilized using descriptive statistics using a one-way repeated measures analysis of variance (ANOVA) and correlation analysis at a .05 level of significance to the educators' responses to survey items. Correlation analysis was used to identify the educators' responses to the relationships of items answered. Analysis of variance (ANOVA) was used to measure the differences on items answered by the educators.

Summary

This chapter outlines the basis of how, when and where the study was conducted. Procedures are stated on how researcher took steps to get administrative permission so selected date was designated so study can occur. A five point Likert score survey instrument was designed so researcher could conduct study and get feedback from participants on their perceptions of physical education and physical education teacher. A one way repeated measures analysis of variance (ANOVA) and correlation analysis are two data analyses that were used for the study at a .05 level of significance.

CHAPTER IV

DATA RESULTS

Introduction

This chapter is divided into four sections. The first section provides the purpose and description of the study. The second section presents the demographics. The third section of the study presents the results of the data analysis. The final section presents a summary of this chapter.

The Study

The primary purpose of this study was to evaluate educators' perspectives of physical education (PE) curriculum and the PE teacher. The investigator used a 5-point Likert score survey to measure educator perspectives, and International Business Machines (IBM) and Statistical Package for Social Sciences (SPSS) was used to analyze the data. Based on research literature, it was found that educators tend to have a negative perception of PE curriculum and the PE teacher. Two types of analysis were used for the evaluation of the data. Pearson's product-moment correlation coefficient was used to determine the relationships between items answered. Second, a one-way repeated measures ANOVA was used to decide the differences between items. After consulting faculty members, it was decided that survey items could and

should be divided into two different categories using a one-way repeated measures ANOVA. Thus, one set of items was determined to reflect perception towards PE curriculum while another set of items was determined to reflect perception towards PE teachers. Due to the questionable clarity of items 8 and 13, they were excluded from the analyses. A comparison of the 9 PE curriculum items and of the 4 PE teacher items was conducted utilizing a one-way repeated measures ANOVA within subjects.

Participants

Educators at an elementary school in Mission, Texas were assessed. A total of thirty-five educators participated in the study. Educators are comprised of three male teachers and thirty-two female educators. Table 1 presents demographical data about the educators.

Table 1: Demographic Description of the Study Participants

<u>Descriptive Information</u>	<u>Percent</u>
Gender	
Male	8%
Female	91%
Race/Ethnicity	
Hispanic	97%
Other	3%

Quantitative Results

Data for analyses were obtained from participants by using a 5-point Likert scale survey that included fifteen statements. Survey results allowed the researcher to examine if there are relationships and differences among the way educators answered the items. The answers to the survey statements were rated from one to five, one being Strongly Agree and five being Strongly Disagree. Table 2 shows the correlation between item means at a .05 level of significance. Table 2 presents the survey items. Items 1, 3, 5, 6, 8, and 13 were recoded so that high numbers would reflect positive perceptions.

Survey Items

1. Physical education (PE) is a beneficial subject that contributes to a student's overall education
2. PE is not needed in the school curriculum?
3. When students attend PE daily it contributes to their overall education?
4. It's a waste of time when students attend PE daily?
5. I personally collaborate with the PE teacher with academic content using a cross curriculum in our school?

6. The PE teacher collaborates as much time at faculty meetings as any other faculty member to school community?

7. When students are preparing for state assessments, I think the least harm to the students comes from missing PE.

8. The PE class should be given A-F grades?

9. In my childhood education experience in PE, all we did was have free time?

10. In my childhood education experience in PE, all we did was play sports?

11. It is okay if I am a few minutes early or late when dropping off or picking up my class from PE.

12. The PE teacher at our school is the best choice for attending non - instructional duties, because other faculty are really teachers who need time to grade and plan?

13. The PE teacher should help out with tutoring for state assessments during their planning period?

14. The PE teacher isolates his/her self from the rest of the school community?

15. PE does not offer opportunities for students to learn and develop skills that last a lifetime?

Findings on Correlation

Table 2 presents the correlation between items. There were 25 significant correlations between educators' responses of the fifteen statements. There is a relationship between item 1 and items 2, 4, 5, 9, 11, and 12. These items range from .62 to .49 ($p < .05$). Item 2 has a relationship among item 1, 4, 5, 7, 9, and 11. Items range from .62 to .37 ($p < .05$). Item 3 has a relationship with 10 and 13. These items range from -.35 to -.43 ($p < .05$). Next, item 4 has a relationship with 1, 2, 5, 7 and 11 ranging from .46 to .46 ($p < .05$). Item 5 has relationships with 6, 11, 12, and 14. The range of items is .49 to -.46 ($p < .05$). The only item 6 has a relationship with 8 at -.36. Item 7 also has one relationship at .41 with item 11. Item 10 has only one relationship with 13 at -.38. Eleven is the last item that has a relationship with 12 and 14 ranging from .53 to .46 ($p < .05$). Finally, the last item that has any relationships is item 11 with items 12 and 14 ranging from .53 to .46 ($p < .05$). Items 8, 9, 12, 13, 14 and 15 have no relationships.

Table 2: Correlation

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	-.62**	.24	.45**	.36*	.26	.27	-.14	.45**	-.04	.42*	.49**	-.20	.11	.27
2		1	.18	.44**	.35*	.30	.35*	-.16	.34*	.04	.37*	.26	-.23	.26	.25
3			1	.20	.25	.24	.24	-.29	.22	-.35*	.23	.26	-.43*	.29	.10
4				1	.35*	.10	.4*	-.04	.23	-.14	.46**	.19	.29	.22	.10
5					1	.49**	.30	-.21	.13	.04	-.35*	.46**	-.11	.46**	-.22
6						1	-.07	-.36*	-.08	-.02	.27	.03	-.22	.33	-.15
7							1	-.02	.07	.14	.41*	.30	-.30	.31	-.08
8								1	.05	-.01	.01	-.12	.12	-.13	.15
9									1	.04	.10	.30	.02	.25	.09
10										1	-.09	.13	.38*	.09	-.004
11											1	.53**	-.18	.46**	.18
12												1	-.04	.33	.19
13													1	-.04	.02
14														1	.12
15															1

** Correlation is significant at the 0.01** level and *.05 level

Table 3 presents typical strength ratings of correlations. These ratings range from 0 to .6. Zero shows no correlation, while .7 shows a strong correlation.

Table 3: Strength of Correlation

Correlation	Strength
0	no correlation
.2 - .3	weak correlation
.4 - .6	moderate correlation
.7 - .9	strong correlation

Table 4 presents the differences among educators' responses, which were presumed to reflect their perception towards PE curriculum. Due to the questionable clarity of item 8, it was excluded from the analyses.

Table 4: One Way Repeated Measure ANOVA for Attitude toward P.E in the Curriculum

Variation	SS	df	df*	MS	<u>F</u>	Partial
		(usual)	(lower bound)			eta squared
Between Subjects	69.19	34				
Within Subjects	333.78	280				
Between Trials/Items	72.40	8	1	72.40	9.42*	.22
“error” w	261.38	272	34	7.69		
Total	402.97	314				

* The assumption of sphericity could not be assumed and thus the conservative df, lower bound were used. *P <.05

Items on Perception of PE Curriculum

1. Physical education (PE) is a beneficial subject that contributes to a students overall education.
2. PE is not needed in the school curriculum.
3. When students attend PE daily it contributes to their overall education.
4. It's a waste of time when students attend PE daily.
5. When students are preparing for state assessments, I think the least harm to the students comes from missing PE.
6. In my childhood education experience in PE, all we did was have free time.
7. In my childhood education experience in PE, all we did was play sports.
8. It's ok if I am a few minutes early or late when dropping off or picking up my class from PE.
9. PE does not offer opportunities for students to learn and develop skills that last a lifetime.

Findings on Educators Attitude toward PE Curriculum

The null hypothesis of no difference among nine curriculum item means was tested with an F distribution at the .05 level of significance. This null hypothesis was rejected ($F= 9.42$; $P < .05$), see Table 4. Thus, there is a difference among item means for curriculum, see Table 5. There is a difference among items 1 to 5, 7, and 8. There is also a difference between Item 2 to 5 and 7. The only difference item 3 has is with item 5. Item 4 has a difference among items 5, 7, and 8. Finally, there is a difference among item 5 to 1, 2, 3, and 4. The partial eta squared effect

size is moderate to weak at .22. This indicates that 22% of the total variance between items is accounted for by real or actual difference between items, and not due to random chance or error.

Table 5 presents the mean differences among item responses toward PE curriculum.

Table 5: Educators Estimated Marginal Means on Perspective toward PE Curriculum

Curriculum	Mean
1	4.80
2	4.74
3	4.86
4	4.77
5	3.69
6	4.34
7	3.46
8	4.29
9	4.57

Significance at the .05 level

Table 6 shows a significant mean difference between items 1 and 5, 7, and 8. There is a significant mean difference between item 2 and items 5 and 7. There is a significant mean difference between item 3 and item 5. There is also a significant mean difference between items 4 and 8.

Table 6: Mean Differences Among Items For Curriculum Using Bonfoerroni

	1	2	3	4	5	6	7	8	9
1		.06	.06	.03	1.11*	.46	1.34*	.51*	.23
2			-.11	-.03	1.06*	.4	1.29*	.46	.17
3				.09	1.17*	.51	1.40	.57	.29
4					1.10*	2.4	.43	.49*	.20
5						-.66	.23	-.60	-.89
6							.88	.06	-.23
7								-.83	-1.11*
8									-.29
9									

* $\underline{p} < .05$

Table 7 presents the differences among educators' responses, which were presumed to reflect their perception towards PE Teachers. Due to the questionable clarity of item 13, it was excluded from the analyses.

Table 7: One Way Repeated Measures ANOVA for Attitude toward PE Teachers

Source of Variation	SS	df	MS	<u>F</u>	Partial Eta Squared
Between Subjects	80.65	34			
Within Subjects	110.75	102			
Between Trials/Items	33.73	3	11.24	14.41*	.31
“error” w	77.02	99	.78		
Total	191.4	136			

* P < .05

Findings on Educators Attitude toward PE Teachers

The null hypothesis of no difference amongst 4 PE teacher item means was tested with an F distribution at the .05 level of significance. This null hypothesis was rejected (F= 14.41*; P < .05), see Table 6. Thus, there is a difference amongst items for PE Teacher, more specifically, there is a difference between items 1 and 2, 3, 4, and 5, see Table 8. The partial eta squared effect size is moderate to weak at .31. This indicates that 31% of the total variance among items is accounted for by difference between items. Table 8 presents the mean differences among item responses toward PE Teachers.

Table 8: PE Teacher Estimated Marginal Means

PE Teacher	Mean
1	2.85
2	3.88
3	3.82
4	4.18

Table 9 shows a significant mean difference between items 1 and 2, 3, and 4. There is not a significant difference between items 2, 3, and 4.

Table 9: Mean Differences PE Teacher

	1	2	3	4
1		-1.03*	-.97*	-1.32*
2			.06	-.29
3				-.35
4				

*The mean difference is significant at the .05 level

Results on Differences

There is a difference between item 1 mean and 2, 3, and 4, see Table 8.

Items on Perception of PE Teacher

1. I personally collaborate with the PE teacher with academic content using a cross curriculum in our school.
2. The PE teacher collaborates as much time at faculty meetings as any other faculty member to school community.
3. The PE teacher at our school is the best choice for attending non-instructional duties, because other faculty are really teachers who need time to grade and plan.
4. The PE teacher isolates his/her self from the rest of the school community.

Summary of Analysis

This chapter includes a discussion of the results obtained from thirty-five educators (N=35). The method of statistical analysis used was the Pearson's product-moment correlation coefficient. Correlation analysis was used because it was the best method to identify the relationships between items for educator's attitude towards PE in the curriculum and the PE teacher. Strength of the relationships was also identified. The average participant score for every item answered was obtained. Moreover, a one-way repeated measures analysis of variance (ANOVA) was used to analyze the differences among item means for attitudes toward PE teachers and attitudes towards the PE curriculum. The null hypotheses for the present study were tested with an F distribution at a .05 level of significance. Null hypotheses stated that there is no

difference between educator's perception of physical education and the physical education teacher.

CHAPTER V

SUMMARY

The purpose of this study was to compare educators' perspective of the physical education class and the physical education teacher. The review of related literature exposed educator's perceptions of both the physical education teacher and the physical education class.

The investigation's participants were comprised of 35 educators from an elementary school in South Texas. The investigator collected data for the study by having educators complete a survey instrument that used a 5-point Likert scale.

Pearson's product-moment correlation coefficient and one-way repeated measures analysis of variance (ANOVA) were the two methods used to analyze the data. Correlation analysis was conducted to determine the relationships between fifteen items. An analysis of variance (ANOVA) was utilized to divide items into two content categories based on PE curriculum and PE Teacher. Due to the questionable clarity of items 8 and 13, they were excluded from the analyses. Nine items focused on the PE curriculum and the other four items concentrated on PE Teachers. The null hypothesis for this study stated that there was no

differences in educators' perception of physical education class and the physical education teacher.

Findings

Null hypotheses stated that there is no difference between educator's perception of physical education curriculum scores and educators' perception of physical education teacher scores. The null hypothesis was rejected at the .05 level. Based on the low mean of item five that is categorized under the PE teacher category: I personally collaborate with the PE teacher with academic content using a cross curriculum in our school, there is a negative perception of educators' perspective of the PE teacher. Data shows that the PE teacher needs to collaborate with their colleagues so they may incorporate cross curriculum in their classroom. Last, the PE teacher needs to foster diplomatic relations with their colleagues.

The participants of the study reaction to the study presented the following qualitative comments:

- "The PE Teacher does nothing."
- "He has no stress at all."
- "The coach is just going to give all the students A's."
- "Students are stress free when they are outside playing in PE."
- "The PE Teacher does a great job with the students."
- "The students love going to PE."
- PE teacher did not participate in the study so as educators filled out survey PE teacher shared, "More studies need to be done like this. Thanks for advocating on our behalf."

Conclusion

1. There is a difference in educators' perceptions toward PE curriculum and PE teacher.
2. Based on the data, educators showed an overall negative perception towards PE teacher, but a positive overall perception towards PE curriculum.
3. More specifically, educators showed a lack of collaboration with the PE teacher, especially using cross-curriculum content.
4. PE teachers need to foster diplomatic relations with their colleagues.

Recommendations

1. Findings for this study should be shared with other physical educators.
2. Cross-validate survey with another well established survey.
3. Have a larger group of subjects from multiple schools either in the same district or from multiple school districts.
4. Include teachers, administrators, counselors, students, and parents in a future study as different groups.
5. Conduct study in the secondary level setting.
6. Collect data from other physical educators on their perception of other PE teachers' curriculum.
7. Conduct study in different areas of the state and country to see if responses are the same or different.
8. It is recommended to add more questions aligned to both PE Teacher and PE curriculum.

9. For future investigations interviews shall be conducted with educators to find out reasons on their perceptions of PE and PE Teacher.

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APPENDIX A

APPENDIX A

INSTRUMENT

Please select the number below that best represents your perspective of each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Physical education (PE) is a beneficial subject that contributes to a student's overall education	1	2	3	4	5
2. PE is not needed in the school curriculum?	1	2	3	4	5
3. When students attend PE daily it contributes to their overall education?	1	2	3	4	5
4. It's a waste of time when students attend PE daily?	1	2	3	4	5

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. I personally collaborate

with the PE teacher with 1 2 3 4 5

academic content using a

cross curriculum in our

school?

6. The PE teacher collaborates

as much time at faculty meetings 1 2 3 4 5

as any other faculty member to

school community?

7. When students are preparing

for state assessments, I think 1 2 3 4 5

the least harm to the students

comes from missing PE.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The PE class should be given A-F grades?	1	2	3	4	5
9. In my childhood education experience in PE, all we did was have free time?	1	2	3	4	5
10. In my childhood education experience in PE, all we did was play sports?	1	2	3	4	5
11. It is okay if I am a few minutes early or late when dropping off or picking up my class from PE.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. The PE teacher at our school is the best choice for attending non - instructional duties, because other faculty are really teachers who need time to grade and plan?	1	2	3	4	5
13. The PE teacher should help out with tutoring for state assessments during their planning period?	1	2	3	4	5
14. The PE teacher isolates his/her self from the rest of the school community.	1	2	3	4	5
15. PE does not offer opportunities for students to learn and develop skills that last a lifetime?	1	2	3	4	5

APPENDIX B

APPENDIX B

INVITATION

My name is Jennifer Garcia, I am a graduate student from the Department of Kinesiology at the University of Texas Rio Grande Valley (UTRGV). I would like to invite you to participate in my research study.

This research study has been reviewed and approved by the UTRGV Institutional Review Board for the Protection of Human Subjects (IRB).

In order to participate you must be an elementary classroom teacher and school administrator. Participation in this research is completely voluntary; you may choose not to participate without penalty.

As a participant, you will be asked to fill out a survey using a Likert system. All data will be collected. If you would like to participate in this research study, you need to do is fill out the survey and hand it over to me when you are done.

Do you have any questions now? If you have questions later, please contact me by telephone at 369-1048 or by email at jennifer.m.garcia01@utrgv.edu.

You may also contact my faculty advisor Dr. Romero at 956-6652881.

APPENDIX C

APPENDIX C

PERMISSION LETTER



MIMS ELEMENTARY SCHOOL

1201 Bryce 200 East 2 Mile Road
Mission, Texas 78572 • Office (956) 323-4400 • Fax (956) 323-8190
Title I School-Wide Campus
Yvonne R. Zamora, Principal

1-8-16

Jennifer M. Garcia
2907 Sundrop Ave.
Mission TX. 78574

RE: Elementary Classroom Teachers and Administrators Perspective of Physical Education and Physical Education Teacher

Dear Jennifer Garcia:

I am granting permission for you to conduct your survey for your research and recruit subjects at Mims Elementary as part of your UTRGV research project, I understand that participants will be asked to complete a survey in order to obtain data needed for the study. All participant responses will be collected anonymously. All participants' data will be analyzed using a Likert scale, means, and standard deviation method. The research study will take quantitative research designs and the data will be analyzed with intermediate statistical methods.

In addition, I grant permission to Jennifer Garcia to analyze the results of the study.

If you have any questions regarding site permission, please contact me at 956-323-4400.

Sincerely,

A handwritten signature in black ink, appearing to read 'Yvonne Zamora'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Yvonne Zamora

Principal

“Success for Every Student”

APPENDIX D

APPENDIX D

CONSENT FORM

The University of Texas Rio Grande Valley

Consent Form

Study Title: Elementary Classroom Teachers and Administrators perceptions of (PE) Physical Education and the PE Teacher

This research is being conducted by Jennifer Garcia from the University of Texas Rio Grande Valley. The research study aims to investigate Elementary Classroom

Teachers and Administrators perceptions of (PE) Physical Education and the PE Teacher. The survey should take about 5-10 minutes to complete.

If you would prefer not to participate in this study, simply return the blank survey.

Your responses are anonymous; you should not include any identifying information on this survey. We ask that you try to answer all questions. However, if there are any questions that you would prefer to skip, simply leave the answer blank. You must be at least 18 years old to participate. *If you are not 18 or older, please inform the researcher and do not complete the survey.*

Researcher contact information: Name: Jennifer Garcia

Title: graduate student

Dept.: Health and Human Performance

The University of Texas Rio Grande Valley

Phone: 369-1048

Email: Jennifer.m.garcia01@utrgv.edu

This research has been reviewed by the Institutional Review Board for the Protection of Human Subjects (IRB). If you have any questions about your rights as a participant, or if you feel that your rights have been violated, please contact the IRB at (956) 665-2889 or irb@utrgv.edu.

BIOGRAPHICAL SKETCH

Jennifer M. Garcia was born in McAllen, Texas, July 6, 1983, the daughter of Rogelio Ricardo and Esmeralda Pena. She graduated from Mission High School in Mission Texas, on June 1, 2001. She attended South Texas College from August 2001 to August 2003. She transferred to The University of Texas Pan American in January 2003 where she graduated in May in 2005 with a Bachelors of Arts in English with a minor in Kinesiology. She became a physical education teacher in August 2005 with Donna ISD. She later transferred to La Joya in December 2005. She taught until May 2008. In the fall of 2008, she was employed with South Texas College as an ESL instructor with the Department of Continuing Education until June 2009. She later returned to become a special education teacher for Mission CISD in January 2013 until June 2013. In October 2013, she went back to work with the Department of Continuing Education until July 2015. She worked as a research assistant during Summer 2014. She received a Master Degree in Science in Health and Human Performance from the University of Texas Rio Grande Valley 2016. She resides in her home in Sharyland. Her email is skeeterg53@aol.com.