

Measuring Physical Education Teacher Socialization With Respect to Comprehensive School Physical Activity Programming

Christopher Barton Merica,¹ Cate A. Egan,² Collin A. Webster,³ Diana Mindrila,⁴ Grace Goc Karp,² David R. Paul,² Hailey McKown,² and Seth Rose²

¹School of Health and Applied Human Sciences, University of North Carolina Wilmington, Wilmington, NC, USA; ²Department of Movement Sciences, University of Idaho, Moscow, ID, USA; ³University of Birmingham Dubai, Dubai, United Arab Emirates; ⁴University of West Georgia, Carrollton, GA, USA

Purpose: Utilizing teacher socialization in physical education theory, the aim of this study was to develop a survey to measure physical education teachers' socialization experiences and comprehensive school physical activity program involvement. **Method:** Instrument development included a review of existing comprehensive school physical activity program and socialization instruments, Delphi method to evaluate face and content validity through expert feedback, and a pilot test to examine the instrument's psychometric properties. **Results:** Upon completion of expert feedback, three items were removed, four items were revised, and open-ended questions were added to each survey construct. The pilot test yielded 28 completed surveys (40% response rate). Bayesian exploratory factor analytic procedures showed that items had statistically significant loadings and were quality measures of the corresponding constructs. Survey subscales had acceptable and high internal consistency coefficients. **Discussion/Conclusion:** Results suggest that this instrument is a trustworthy tool for continued research examining physical education teachers' socialization and comprehensive school physical activity program involvement.

Keywords: CSPAP, teacher socialization in physical education, survey, assessment, whole-of-school approach

A comprehensive school physical activity program (CSPAP) is a nationally recommended framework for school-based PA promotion (Society for Health and Physical Educators of America [SHAPE America], 2015). A CSPAP is identified as a coordinated, multicomponent, "whole-of-school approach" to achieve two major goals: (a) educate school-aged children with the knowledge and skills necessary to lead a lifetime of PA and (b) ensure that school-aged children meet the recommended 60 min of daily PA (SHAPE America, 2015). The framework includes five components: (a) physical education, (b) PA during school, (c) PA before and after school, (d) staff involvement, and (e) family and community engagement.

Research supports the effectiveness of each CSPAP component in helping to increase PA in school-aged children (Chen & Gu, 2018; Erwin et al., 2013). However, implementation of five CSPAP components is limited (i.e., 16% of elementary schools, American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], 2011; 3% of secondary schools, Brenner et al., 2017). Webster et al. (2020a) have recommended approaching the conceptualization and implementation of CSPAPs with greater flexibility. In addition to quality physical education as the foundation of the program, schools may differ in the number and combination of other components they choose to implement.

Physical education teachers (PETs) are recommended to serve as school-wide PA leaders (PALs) who lead, advocate, and organize CSPAPs (Stoepler et al., 2020a). The knowledge and skills

recommended to serve in such a role extend beyond what has customarily been taught in PET education (PETEd) programs or been traditionally modeled and expected of PETs in K–12 school settings (Webster et al., 2015). Previous literature has recommended that PETs receive training and exposure with PA promotion to effectively serve as a school PAL (Dauenhauer et al., 2018; Kelder et al., 2014). Furthermore, the CSPAP literature suggests that competence (i.e., beliefs and confidence) is a critical consideration for PETs and classroom teachers who implement CSPAPs based on their lifetime experiences as a K–12 student and within teacher certification training programs (Webster, 2011; Webster et al., 2010, 2013, 2015). Lived experiences socialize individuals to learn skills, knowledge, values, and norms of occupations (Clausen, 1968); however, the examination of experiences and lifetime factors influencing PETs' involvement with CSPAP is limited and worthy of exploration (Carson & Webster, 2020; Webster et al., 2020a, 2020b).

Theoretical Framework

A lens to examine how a PET's lifetime experiences are associated with current behaviors and instructional practices is teacher socialization in physical education theory (socialization). Socialization describes how a PET's attitudes, beliefs, and teaching practices are influenced by their lived experiences throughout a lifetime, which are categorized into three distinct, nonlinear phases: (a) acculturation (AC), (b) professional socialization (PS), and (c) organizational socialization (OS; Lacey, 1977; Lawson 1983a, 1983b). Framing "lived experiences" around the phases of socialization theory is advantageous for researchers to identify lifetime factors that influence PET's current CSPAP involvement (Carson & Webster, 2020; Richards et al., 2014, 2019).

The first phase of socialization (i.e., AC) is defined as any K–12 childhood experience that has an impact on a PET's attitudes and behaviors toward the teaching profession (Lawson, 1983a).

Egan <https://orcid.org/0000-0002-6378-4223>

Webster <https://orcid.org/0000-0003-1680-9149>

Mindrila <https://orcid.org/0000-0001-8374-9524>

Goc Karp <https://orcid.org/0000-0001-9093-3899>

Rose <https://orcid.org/0000-0002-4496-9302>

Merica (merica@uncw.edu) is corresponding author. <https://orcid.org/0000-0003-2153-3612>

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