



PEDAGOGY

Physical Educators' Attitudes Toward the Teaching Profession and Perceptions of School Climate

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Abstract

Teachers' attitudes and enthusiasm about teaching are characteristics of effective teachers, and these characteristics affect student achievement. This study compared self-reported perspectives of secondary public school physical education (PE) teachers to all other secondary public school teachers regarding (a) attitudes toward the profession of teaching, (b) perceptions of their school climate and working environment, (c) job satisfaction, and (d) general characteristics and job responsibilities. Data were collected from a nationally representative sample of public school teachers in the United States. This study used descriptive statistics to describe secondary teachers' perceptions of school climate, general characteristics, and attitudes toward teaching. Compared to teachers of other subjects, physical educators reported more job responsibilities outside of teaching and leadership roles in the school community. PE teachers also reported more positive levels of teacher satisfaction, professional support, and attitudes toward teaching. Based on these findings, recommendations related to physical educators' attitudes and perceptions are provided.

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Research on teacher effectiveness encompasses teachers' qualities that influence student learning and academic achievement. Some major qualities of effective teachers focus on teachers' knowledge, skills, behaviors, responsibilities, and dispositions. Stronge (2018) described a Framework for Teacher Effectiveness derived from the research of Williams (2010), which included the following qualities of effective teaching: professional knowledge, assessment, instructional delivery, instructional planning, learning environment, and professionalism. The framework's professionalism construct is further categorized into exhibiting goals, values, dispositions, and beliefs. These attributes are important contributors to the teaching-learning process of effective teachers and have been associated with improved student learning. For example, a teacher's enthusiasm about teaching as a professional characteristic is a key aspect of instructional quality that has been found to affect student achievement by positively influencing students' motivation to learn (Breault, 2013; Kunter et al., 2013; Mitchell, 2013; Walberg & Paik, 2000; Stronge, 2018). Long and Hoy (2006) reported that students who experienced enthusiastic and interested teachers were not only more attentive and involved during class but also more engaged in subject-related activities outside of class. Similarly, Kunter et al. (2013) noted several studies (Frenzel et al., 2009; Kunter et al., 2008; Roth et al., 2007) that suggested student motivation to learn was influenced by teachers who view their occupation as enjoyable and intrinsically rewarding. In both instances, teachers created supportive learning environments for students, fostered student engagement, and promoted student learning by demonstrating a positive attitude toward their students and an enjoyment of teaching. Moreover, Buettner et al. (2016) found that teachers with a positive attitude expressed a sense of accountability or responsibility for student learning and were more likely to offer support and encouragement when students expressed negative emotions. Eren (2014) also concluded that teachers' attitudes such as academic optimism for students strengthen commitment to teaching.

Similarly, a positive attitude about teaching can help an educator cope with professional challenges. Bullough and Hall-Kenyon (2011) agreed and described teachers as hopeful people who feel a calling to teach and have an investment in and commitment to teaching.

These qualities enhanced a teacher's resilience and ability to successfully adjust to problems in the profession. For example, when a teacher is faced with an adverse teaching situation, their outlook and willingness to see difficult situations as professional challenges and learning opportunities may positively influence their overall job satisfaction. Furthermore, teachers with a positive attitude are more likely to pursue professional development and seek leadership responsibilities such as assisting other teachers or serving as mentors to new teachers (Stronge, 2018).

Consequently, a number of factors may affect teachers' attitudes and enthusiasm toward teaching. Price (2012) concluded that principals, who serve as school leaders, strongly and directly affect teachers' attitudes, which in turn influences the school climate. A positive school climate in which teachers feel supported can contribute to teacher satisfaction, commitment to teaching, collaboration among colleagues, and overall job satisfaction. Furthermore, Pearce and Morrison (2011) noted that supportive environments contribute to teacher resilience and aid teachers in managing professional stressors. Conversely, teachers who feel unsupported and devalued by their peers and school administration can burn out or leave the profession altogether (Wenner et al., 2019). Furthermore, a school environment that includes cooperative and collegial relationships with emotional and psychological balance for teachers enhances professional practice and teacher effectiveness (Beauchamp et al., 2014; Coggshall et al., 2012; Collie et al., 2012; Johnson et al., 2017). Goe et al. (2008) concluded, "Effective teachers collaborate with other teachers, administrators, parents, and educational professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure" (p. 8).

Given the above context, it is crucial for physical educators to be a catalyst for a positive school climate that enhances teachers' overall job satisfaction, commitment to teaching, and attitudes and enthusiasm for teaching, which in turn can influence student learning and motivation. McCaughtry and Ferry (2017) detailed this relationship, describing teaching physical education (PE) as an emotional practice (Denzin, 1984) that affects physical educators' career satisfaction and professional growth and provides a foundation for educators

to influence students' motivation, passion, and desire to engage in physical activities.

Overall, this literature review reveals that teachers with a positive attitude who enjoy teaching are enthusiastic about and interested in teaching, promote student learning, and positively influence students' motivation to learn. Additionally, teachers with positive attitudes toward teaching are more likely to see difficult teaching situations as professional challenges, pursue professional development, and take on leadership roles. While the research investigating physical educators' attitudes toward the teaching profession continues to develop, this study seeks to add to this body of literature in PE by comparing secondary PE teachers to all other secondary public school teachers regarding (a) attitudes toward the profession of teaching, (b) perceptions of their school climate and working environment, and, (c) job satisfaction. General characteristics and job responsibilities of PE teachers are also described. For this study, public school was operationally defined as traditional public school and charter schools were excluded.

Method

Participants

We conducted a secondary analysis using data from the National Center for Education Statistics (NCES) 2015–2016 National Teacher and Principal Survey (NTPS), which included a comprehensive national survey of public and charter school teachers (NCES, n.d.). For this study, we operationally defined “teachers” as full-time secondary school employees ($N = 9,560$) who teach regularly scheduled classes to students from public schools in the 50 United States and District of Columbia, not including territories. Secondary schools were operationally defined by NCES as schools that had no grade lower than fifth (Geverdt, 2015). We operationally defined PE teachers ($n = 1,320$) as respondents from the sample population who reported PE as their main teaching assignment during the 2015–2016 school year.

Instrumentation

The NTPS was designed to represent the population of U.S. public school teachers in the year of administration (NCES, n.d.). The teacher questionnaire of the NTPS can be found on the NCES website (https://nces.ed.gov/surveys/ntps/pdf/1516/Teacher_Questionnaire_2015-16.pdf) and included items related to class organization, education and training, certification, early career experiences, working conditions, school climate and teacher attitudes, and general employment information (NCES, 2015). For this study, questions pertaining to working conditions, school climate, and teacher attitudes were analyzed (see Tables 2–5). Details regarding NTPS data collection and reporting were provided by Goldring et al. (2017) and are also described in the Sampling Procedure section.

Sampling Procedure

The NCES was the lead federal agency in charge of the survey. The sample frame of the 2015–2016 NTPS included 87,600 traditional public schools in operation during 2015. As Goldring et al. (2017) described, the NTPS used a stratified sampling design to oversample certain elements, for example, urbanicity (city, suburban, town, and rural) and poverty status (more or less than 75% of students receiving free and reduced lunch). The NCES employed a probability to size sampling method using school full-time equivalent teacher head counts as a proxy for size. As a result, 7,100 public schools were included in the sample and within each building, a roster of teachers was selected based on subject area taught. Schools in Alaska, District of Columbia, Hawaii, Rhode Island, Vermont, and Wyoming were oversampled because of the smaller size of the states (C. Cox et al., n.d.).

Data Analysis

Due to the stratified sample design, the data set required the use of statistical weights. The tables throughout this document include percentages with the weights applied, allowing the reader to see the population estimates for the entire United States. The final

weighted sample of the full-time public school secondary teachers in the United States ($N = 9,560$) was 1,158,410. The subsample of secondary public school PE teachers ($n = 1,190$) produced a final weighted sample size of 51,480.

As the NCES recommended, survey data were analyzed using the Jackknife methodology. This procedure developed a series of 200 individual replicate weights developed by NCES statisticians, which allow the observed weighted frequencies to represent the population (Goldring et al., 2017). The statistical package Stata was used because it supports complex survey weighting techniques and accurately applies the Jackknife weights to produce frequencies and percentages needed for this study.

Results

General Characteristics

Among secondary public school PE teachers, 62.8% were males—antithesis of findings for all other secondary public school teachers, who were mostly females (61.1%). Nearly 90% of PE teachers and all other teachers identified as White. Other race/ethnicities reported for secondary PE teachers were Black or African American (8.2%) and Hispanic (6.5%); remaining ethnicities were all less than 2%. Note, participants selected all race/ethnicity categories that applied.

Additional Job Responsibilities

Not surprising, most secondary PE teachers reported the additional job responsibility of coaching. Over three quarters of secondary PE teachers (76.6%) reported coaching a sport during the school year, compared to approximately 21.4% of all other secondary teachers. In addition, far more PE teachers reported coaching, compared to teachers of all other subjects (54.1%), who reported the extra responsibility of serving as a sponsor for student groups, clubs, or organizations. PE teachers were also more likely to report leadership roles as department lead or chair and lead curriculum specialist. Similar rates of mentoring, about 20%, were reported by both PE teachers and all other secondary teachers. Overall, when compared to all other secondary public school teachers, PE teachers carried

more notable additional job responsibilities related to coaching and leadership roles.

Job Satisfaction

Regarding levels of teaching satisfaction (see Table 1), nearly 90% of all secondary public school teachers reported (strongly agree + somewhat agree) they were generally satisfied with being a teacher in their school. In contrast, less than half of teachers indicated they were satisfied with their teaching salary. On items related to student behavior and job satisfaction, over 40% of all teachers agreed (strongly agree + somewhat agree) that tardiness, class cutting, and student misbehavior in school interfered with their teaching.

Responses to items related to academic standards and student performance showed differing perceptions of PE teachers compared to teachers of other subjects. Among secondary teachers of subjects other than PE, approximately 35% agreed (strongly agree + somewhat agree) that state or district standards had a positive influence on their teaching satisfaction and nearly 40% agreed that they were worried about the security of their job because of the performance of their students or school on state and/or local tests. PE teachers, however, were more affirming of standards having a positive influence on their teaching satisfaction (40.0% strongly agree + somewhat agree) and less worried about their job security due to the performance of their students or school on state and/or local tests (28.5% strongly agree + somewhat agree) when compared to all other secondary teachers. Results of this study indicated an additional meaningful difference related to job satisfaction: Nearly 72% of non-PE teachers agreed (strongly agree + somewhat agree) that routine duties and paperwork interfered with their job of teaching, in contrast to half (51.8%) of PE teachers.

School Climate and Working Environment

Physical educators also responded more positively (strongly agree + somewhat agree) to questions about their administrators and support received from their school district (see Table 2) when compared to all other teachers. For example, over half of the PE teachers strongly agreed that the school administration's behavior toward staff was supportive and encouraging. Similarly, PE teachers

Table 1

Secondary Physical Education Teachers Compared to Other Secondary Teachers Who Reported Positive Levels of Teaching Satisfaction by Selected District, School, and Classroom Characteristics as a Percentage of Sample (N = 1,158,410)

Characteristics	Physical education teachers (n = 51,480)		Other teachers (n = 1,106,930)	
	Strongly agree	Somewhat agree	Strongly agree	Somewhat agree
Generally satisfied with being a teacher in this school.	51.9	37.6	49.1	39.8
I am satisfied with my teaching salary.	11.3	38.5	12.2	36.5
State or district standards have had a positive influence on my satisfaction with teaching.	5.9	36.1	4.8	29.8
I am worried about the security of my job because of the performance of my students or my school on state and/or local tests.	7.4	21.1	10.6	28.7
Routine duties and paperwork interfere with my job of teaching.	15.6	36.2	28.6	43.1
The level of student misbehavior in this school (such as noise, horseplay, etc.) interferes with my teaching.	16.3	26.6	12.6	29.9
The amount of student tardiness and class cutting in this school interferes with my teaching.	16.3	26.5	16.8	31.2

responded favorably (53.4% strongly agree) that their principal knew what kind of school they wanted and communicated it to the staff—more so than all other secondary teachers (46.4% strongly agree). PE teachers also strongly agreed (46.1%) that the principal enforced school rules for student conduct and backed them when needed. Fewer of their colleagues teaching other subjects (40.8%) strongly agreed with this survey item. Notably, over 80% of all teachers responded positively (strongly agree + somewhat agree) to the administrative support items.

For other questionnaire items related to support among teachers, a majority of all teachers agreed (strongly agree + somewhat agree) they were given the support needed to teach students with special needs (64.7%), staff were recognized for a job well done (71.9%), they received a great deal of support from parents (52.9%), and necessary materials (i.e., textbooks, supplies, copies) were available as needed by staff (76.8%). Compared to teachers of other subjects, PE teachers were more likely to strongly agree that they were given the support needed to teach students with special needs (23.6%) and staff were recognized for a job well done (32.9%).

Table 2 also shows how secondary public school teachers responded to questions regarding professional support in their school environment related to cooperative and collegial relationships. Once again, over 80% of all teachers surveyed agreed (strongly agree + somewhat agree) that most of their colleagues shared their beliefs and values about what should be the central mission of the school. Similarly, approximately 80% of teachers reported that there was a great deal of cooperative effort among staff and that a conscious effort was made to coordinate the content of their courses with other teachers.

In contrast, just over half of all educators agreed that rules for student behavior were consistently enforced by teachers in their school, including for students who were not in their classes. Teachers of subjects other than PE reported stronger agreement (25.9%) that colleagues share beliefs and values about their school's mission and make a conscious effort to coordinate course content with other teachers (41.2%). In general, physical educators and teachers of all other subjects expressed similar perceptions about profession

Table 2

Secondary Physical Education (PE) Teachers Compared to Other Secondary Teachers Who Reported Positive Levels of Support by Selected School and Classroom Characteristics as a Percentage of Sample (N = 1,158,410)

Characteristics	Physical education teachers (n = 51,480)		Other teachers (n = 1,106,930)	
	Strongly agree	Somewhat agree	Strongly agree	Somewhat agree
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	22.0	59.8	25.9	57.1
The school administration's behavior toward staff is supportive and encouraging.	51.0	35.6	44.6	38.5
The principal knows what kind of school he or she wants and has communicated it to the staff.	53.4	34.7	46.4	36.1
My principal enforces school rules for student conduct and backs me when I need it.	46.1	40.0	40.8	40.2
Necessary materials (i.e. textbooks, supplies, copies) are available as needed by staff.	34.2	48.8	34.0	42.8
There is a great deal of cooperative effort among staff.	30.1	47.8	30.9	48.1
I make a conscious effort to coordinate the content of my courses with that of other teachers.	32.2	52.6	41.2	43.6
In this school, staff members are recognized for a job well done.	32.9	45.6	26.9	45.0

Table 2 (cont.)

Characteristics	Physical education teachers (<i>n</i> = 51,480)		Other teachers (<i>n</i> = 1,106,930)	
	Strongly agree	Somewhat agree	Strongly agree	Somewhat agree
I am given the support I need to teach students with special needs.	23.6	51.8	18.2	46.5
I receive a great deal of support from parents for the work I do.	8.6	44.8	9.9	43.0
Rules for student behavior are consistently enforced by teachers in this school, even for student who are not in their classes.	15.0	37.4	12.6	39.4

support in their school environment related to cooperative and collegial relationships.

Overall, PE teachers were more likely to strongly agree with questionnaire items regarding principal and administrative supportive actions, such as behaviors are encouraging, communicates with staff, enforces school rules, and provides necessary teaching support and materials. Conversely, when compared to teachers of other subjects, PE teachers were less likely to strongly agree with questionnaire items regarding support or collaboration with staff and parents, for example, shared beliefs and values with colleagues about the central mission of the school, coordinating course content with other teachers, and receiving a great deal of support from parents. In general, when strongly agree and agree responses to questionnaire items were combined, physical educators and teachers of all other subjects surveyed expressed similar perceptions about professional support in their school environment related to cooperative and collegial relationships.

Attitudes Toward the Teaching Profession

Table 3 provides insights into teachers' attitudes toward teaching. For example, PE teachers were more likely to agree (strongly agree + somewhat agree) that they liked the way things were run at their school when compared to other teachers. PE teachers were also more likely to report they had the same enthusiasm for teaching as when they began their teaching career and were less likely to report negative attitudes about routine duties and paperwork when compared to non-PE teachers. Furthermore, they were less likely to report a desire to transfer schools, stay home from school because they were too tired to go, or leave the profession for a higher paying job. Conversely, teachers of other subjects were more likely to agree than PE teachers that the stress and disappointments involved in teaching at their school were not really worth it. Overall, PE teachers' responses for all questions showed more positive attitudes toward teaching than the responses of their colleagues teaching other subjects.

Discussion

Research has suggested that effective teachers who motivate others to learn have positive attitudes and enthusiasm for teaching

Table 3

Secondary Physical Education Teachers' Attitudes Toward Teaching Compared to Other Secondary Teachers' Attitudes by Selected School and Classroom Characteristics as a Percentage of Sample (N = 1,158,410)

Characteristics	Physical education teachers (<i>n</i> = 51,480)		Other teachers (<i>n</i> = 1,106,930)	
	Strongly agree	Somewhat agree	Strongly agree	Somewhat agree
The stress and disappointments involved in teaching at this school aren't really worth it.	4.6	16.5	4.7	19.9
The teachers at this school like being here; I would describe us as a satisfied group.	21.8	55.7	25.2	48.7
I like the way things are run at this school.	27.2	47.4	22.3	48.0
If I could get a higher paying job, I'd leave teaching as soon as possible.	14.7	0.6	12.5	23.3
I think about transferring to another school.	5.2	24.5	10.1	21.4
I don't seem to have as much enthusiasm now as I did when I began teaching.	9.6	26.8	16.0	28.3
I think about staying home from school because I'm just too tired to go.	2.6	15.7	6.5	18.2

(Breault, 2013; Kunter et al., 2013; Long & Hoy, 2006; Mitchell, 2013; Walberg & Paik, 2000; Stronge, 2018). Also, students' motivation to learn is influenced by teachers who experience their job as enjoyable and intrinsically rewarding (Frenzel et al., 2009; Kunter et al., 2008; Roth et al., 2007). Moreover, McCaughtry and Ferry (2017) noted physical educators' career satisfaction is one factor that influences students' motivation, passion, and desire to engage in physical activities. Findings from this study revealed, in general, secondary PE teachers had more positive attitudes for teaching and greater job satisfaction than their colleagues teaching other subjects.

These results conflict with earlier research in the profession and may need further investigation. "Previous research in PE has reported high rates of burnout among PE teachers" (Lee et al., 2019, p. 263). Kirk (2020) also discussed heightened physical educator burnout and turnover rates, particularly during induction years in U.S. urban schools where there may be more disadvantaged and underserved communities. While the research regarding perceptions and attitudes toward PE is robust, conflicting research findings suggest the study of PE teachers' attitudes and enthusiasm about the profession is still developing.

While these discoveries call for further investigation of PE teachers' perceptions and attitudes about the teaching profession, it can also be argued that teachers with positive attitudes see difficult teaching situations as professional challenges and learning opportunities (Bullough & Hall-Kenyon, 2011). Additionally, Stronge (2018) noted teachers with a positive attitude are more likely to pursue leadership responsibilities. The results of this study may confirm this premise that secondary PE teachers have more positive attitudes about teaching and take on more leadership roles as department head or chair, lead curriculum specialist, and coach of an interscholastic sport when compared to all other teachers. In addition, Lumpkin et al. (2014) highlighted mentoring as a form of teacher leadership and an example of effective teachers' commitment to student learning. Approximately 20% of PE teachers reported serving as an assigned mentor or mentor coordinator.

The perceptions of secondary teachers regarding their school climate is also a relevant consideration. A positive school climate has been found to affect teachers' attitudes and job satisfaction as well as

teacher effectiveness (Beauchamp et al., 2014; Coggshall et al., 2012; Collie et al., 2012; Goe et al., 2008; Johnson et al., 2017). Notably, over 80% of all secondary teachers surveyed responded positively (strongly agree + somewhat agree) to items regarding administrative support. This is meaningful because teacher effectiveness is evaluated by school administrators (e.g., principals). Teachers who feel supported by their administrators become more effective teachers, which in turn influences student achievement (Lumpkin et al., 2014; Price, 2012).

While both non-PE teachers and physical educators reported similar perceptions regarding professional support from staff, principals, and administrators in their schools, there were some observable differences. PE teachers were more likely to strongly agree with questionnaire items regarding principal and administrative supportive actions; specifically, the behavior of school administrators toward staff is supportive and encouraging. Conversely, PE teachers were less likely to strongly agree with questionnaire items regarding support or collaboration with staff and parents when compared to teachers of all other subjects.

PE teachers may perceive less support from colleagues and parents as PE has historically been a marginalized subject that has experienced diminished academic status (Beddoes et al., 2014; Collier, 2011; Dauenhauer et al., 2019; Henninger & Carlson, 2011; James, 2011; Richards et al., 2018; Richards et al., 2014; Sheehy, 2011). Sheehy (2011) provided insight into why PE teachers perceive lack of support from parents and suggested ways that increase support for PE and counteract marginalization; for example, create an inviting and interactive PE web page, invite parents to participate in PE so they can experience the substantive learning that occurs, and develop interactive homework that benefits both parents and children. These simple suggestions can help improve the status of PE within the school community and improve the long-term attitude and perspectives of physical educators toward the profession.

Richards et al. (2014) suggested that PE teachers who are physically isolated from their educator peers may also experience marginalization. This can lead to stress, burnout, and early career attrition among PE teachers due to low levels of perceived support in their work from colleagues (Pearce & Morrison, 2011; Richards

et al., 2018). Therefore, PE teachers need advocacy skills, more so than teachers of other subjects (i.e., mathematics, science, and English Language Arts). PE teachers are often required to justify the value of PE in a district's K–12 curriculum to prevent various program reductions, substitutions, and/or waivers.

This may explain why PE teachers reported more positive levels of satisfaction with the influence state or district standards had on their teaching when compared to teacher of other subjects. Content standards in PE with grade-level outcomes, such as those developed at the national level by the SHAPE America (2013), help PE teachers articulate to the school community what K–12 students should know and be able to do as a result of their PE program. Teachers of other subjects, such as mathematics, science, and English Language Arts, are rarely called upon to defend their academic disciplines and therefore may not see subject-specific standards as having a positive influence on their teaching.

Conversely, teachers of these subjects (e.g., mathematics and English Language Arts) may also be evaluated on their effectiveness as teachers based on their students' performance on standardized tests. Students' test results may be used in part for teachers' job performance evaluations, which can influence hiring, firing, and tenure decisions (Great Schools Partnership, 2014). High-stakes testing and performance on local school and/or state tests may explain why, in this study, secondary teachers of other subjects were more likely to worry about the security of their job when compared to secondary PE teachers. However, PE teachers who agreed with this item may be aware that current high-stakes testing promotes subjects (e.g., mathematics and English Language Arts) that are tested and could reduce instruction in subjects not tested (e.g., PE; Great Schools Partnership, 2014; Seymour & Garrison, 2015, 2016, 2017).

Findings from this study revealed that nearly 90% of secondary teachers identified as White, which is dissimilar to the demographics of U.S. secondary students. There is ample empirical evidence that when teachers and students share similar race/ethnicity, student outcomes are better, particularly in high-poverty environments among significantly at-risk student populations (Goldhaber et al., 2015). Stevens and Greenberg Motamedi (2019) summarized research demonstrating that having teachers who reflect the diversity of the

local school community helps to create a positive and welcoming climate for all members. They also noted that an emphasis on diversity and cultural exchange improves both teaching and learning.

Limitations

NCES used a cluster sampling design to produce a sample that would support generalization to the population of K–12 public school teachers in the United States. The complex design of the sampling strategy and subsequent assignments of replicate weights allowed for generalization of subsamples of the population. Hence, there was a possibility of design-related bias in results. Other limitations are inherent with subjects self-reporting the data. External analysts imputed missing data. Imputed data underwent computer edits for the verification that inputs were consistent with existing questionnaire data (C. Cox et al., n.d.; S. Cox et al., 2016).

Implications for Future Research

These results also raise new questions regarding secondary physical educators' attitudes toward the teaching profession and perceptions of school climate. The profession would benefit from understanding how factors such as perceived marginalization of PE and the continued need to justify PE within a district's K–12 curriculum affect teacher attitudes, attrition, and work responsibilities. For example, questions remain why PE teachers take on additional job responsibilities and leadership roles, more so than their colleagues. Based on findings from this study, recommendations for further studies include

- What are the effects of PE teachers' advocacy and how do they influence their relationship with their colleagues?
- What is the effect of advocacy for PE programs in an effort to reduce marginalization of physical educators and PE, in general?
- How do these results connect with the occupational socialization literature in PE?
- How does educational policy (e.g., standards and high-stakes testing) influence teachers' attitudes toward teachers of other subjects?

- How do additional job responsibilities affect teachers' attitudes toward teaching and teacher attrition?

Conclusion

When secondary teachers genuinely feel a sense of satisfaction and belonging in their profession, evidence suggests that they are able to influence the lives of their students through a contagious passion for teaching. Although research of PE professionals' attitudes regarding teaching may be mixed, the results of this investigation are positive. Yes, PE teachers, like most educators, reported the need for higher compensation and better amenities, but they remain committed to their students and the profession. The data from this study suggest that secondary physical educators are generally happy in their work, feel supported by administration, and functioned in leadership roles within their schools. On the whole, PE teachers were positive, engaged, and passionate individuals who enjoyed the profession.

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