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Editor

Thomas H. Sawyer, Ed.D.

NAS Fellow, AAHPERD Honor Fellow

Professor Emeritus, Kinesiology, Recreation, and Sport

Indiana State University

thomas.sawyer@live.com

Associate Editor

Tonya L. Sawyer, Ph.D.

Chair, Department of Business and Leadership

Assistant Professor of Sport Management

Saint Mary-of-the-Woods

tonya.sawyer@smwc.edu

Phi Epsilon Kappa



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Editorial Office

Thomas H. Sawyer, Ed.D., Editor
5840 S. Ernest Street
Terre Haute, IN 47802

Subscription Office

Sagamore-Venture LLC
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ADAPTED PHYSICAL EDUCATION

Professors' Use and Perceptions of an Adapted Physical Education Podcast

Scott McNamara and Tam Burt

Abstract

Educational podcasts may be a powerful tool to disseminate information to preservice adapted physical education (APE) teachers. To date, there is a lack of research that focuses on how college instructors are employing podcasts to impact college students' perceptions and knowledge. The purpose of this study was to examine how the What's New in Adapted Physical Education (APE) podcast is being used within APE college courses and to understand college professors' perceptions of the use of this podcast as a pedagogical tool. Two APE professors were interviewed on their uses and perceptions of the What's New in APE podcast. The interviews were analyzed via a general inductive approach. Three interrelated themes from the interviews were constructed: (1) podcasts are rewarding, (2) using podcasts as a supplemental tool, and (3) where's the validity? The findings demonstrate that the APE professors have generally favorable views toward the perceived effectiveness of the podcast as a learning tool and that professors use the podcasts to supplement course materials within their courses.

Educational podcast embody several of the unique characteristics that make online so appealing (Drew, 2017; Kennedy et al., 2016; McNamara & Shaw, 2020). Podcasts have a capacity to reach and engage students through novel means (Drew, 2017; Fronek et al.,

Scott McNamara, Department of Kinesiology, University of New Hampshire. Tam Burt, Department of Kinesiology & Athletic Training, University of Northern Iowa. Please send author correspondence to scott.mcnamara@unh.edu

2016; Hew, 2008). Research consistently shows that educational podcasts provide students a greater degree of accessibility and autonomy, as they can control their learning by pausing, rewinding, and listening to content as often as needed to learn the content properly (Drew, 2017; McNamara & Haegele, 2021; McNamara & Shaw, 2020). Podcasts also cater to a diverse range of learning styles and skills, allowing students to more easily access and understand content (Fernandez et al., 2009; McNamara & Haegele, 2021).

Although there is a dearth of research examining the influence of podcasts on kinesiology college students' learning experience (McNamara, Shaw et al., 2021), numerous studies reveal that college students in general find podcasts to be useful, relevant, and helpful with the overall learning process (Kay, 2012; McNamara & Haegele, 2021; McNamara & Shaw, 2020). For example, a content acquisition podcast (CAP), a theory-based podcast that utilizes audio and visual mediums, is significantly more impactful than a practitioner-friendly article on pre-service special educators' knowledge related to phonetic awareness (Carlisle et al., 2016). Further, preliminary research suggests that college students prefer podcasts as a learning tool over reading and note taking (Luttenberger et al., 2018; McNamara et al., in press). Although textbooks often have an important place within college courses, providing college instructors with a sort of scope and sequence for their curriculum, these preliminary results demonstrate the potential for podcasts to be more valuable than traditional tools, depending on the context of the course and students.

Open-Access Podcasts

Open-access podcasts are one type of podcasting medium that may benefit college students (Fronek et al., 2016; Hargett, 2018). These podcasts are freely available to the public, disseminate profession-specific knowledge, and may be a foundational tool to bridge the gap between research and practice (Chartier & Helman, 2016; Fronek et al., 2016). Open-ended podcasts tend to be longer and involve more guests than do podcasts produced specifically for college courses (Drew, 2017). Utilizing open-access podcasts may be an especially useful tool that increases relationships and deepens learners' communities of practice, as these allow learners to engage across geographical locations and professions (Chartier & Helman, 2016; Fronek et al., 2016; McNamara, Shaw et al., 2021). McNamara and

Haegele's (2021) exploration shows how listening to an open-access podcast influences 19 undergraduate physical educators in their understanding of inclusion and integration within a physical education setting through focus groups and written reflections. Their analysis reveals this tool is perceived as an effective means to learn new content by college students. These findings also suggest that open-access podcasts can provide information that is nuanced and contextual, again demonstrating the value that appears to be associated with the use of podcasts, more specifically open-access podcasts.

Adapted Physical Education

Physical education is supported within the Individuals With Disabilities Education Act (2004) and has numerous well-documented benefits associated with it for students with disabilities, such as increased muscular strength, better self-esteem, and decreased obesity levels (Li et al., 2016; Pan & McNamara, 2022; Rimmer et al., 2007). Adapted physical education (APE) is the art and science of providing individualized physical education services to students with disabilities (Dunn & Leitschuh, 2014). APE teachers must possess expertise in the physical education curriculum, including areas such as sport skills, locomotor skills, and fundamental motor skills. Additionally, they need the skillset to adapt lessons and navigate individualized education programs.

Many teachers delivering physical education to students with disabilities lack an adequate educational background and feel that their college programs failed to prepare them to teach students with disabilities (Lirgg et al., 2017). One factor leading preservice physical educators to feel unprepared to teach students with disabilities is that many physical education teacher education programs only dedicate one course to APE (Piletic & Davis, 2010). Furthermore, the instructors who teach these classes often cover topics with "broad strokes" because they only have one course to teach preservice physical educators how to teach *all* children with disabilities (McNamara, Lieberman et al., 2021). Indeed, APE college instructors may completely ignore covering specific disabilities altogether or only spend one class period to cover all the teaching strategies related to teaching a child with a specific disability (McNamara, Lieberman et al., 2021). Hence, alternative modes of learning, such as listening to educational podcasts, may be particularly useful for APE teacher

training, as they may allow these educators to further explore specific topics in the field than what can be attained in one college class period. In addition, educational podcasts can create a unique community of practice within a virtual setting (Wrather, 2016). Within a college course, these podcasts enable the sharing of knowledge and a common language among practitioners, college instructors, and students who share and discuss podcast content in the classroom and online. Thus, educational podcasts, especially ones specific to a particular discipline or field, can increase teacher-to-student relationships and deepen students' communities of practice (Chartier & Helman, 2016; Fronck et al., 2016; McNamara, Shaw et al. 2021; Wrather, 2016).

Purpose

There is a dearth of research that focuses on how college instructors are employing podcasts, especially open-access podcasts, to impact college students' perceptions and knowledge toward topics (Fronck et al., 2016; McNamara & Drew, 2019; McNamara, Shaw et al. 2021). Without this information, it is difficult to develop more refined pedagogical strategies and recommendations on the proper use of podcasts within an educational setting. Thus, this investigation seeks to understand the use of this APE podcast within higher education courses through a critical examination of the ways APE professors are using open-access podcasts. This study also explores professors' perceptions of the use of these podcasts as a pedagogical tool. These research questions guide this study:

1. How are APE college professors using an open-access podcast in their college courses?
2. What are APE college professors' perceptions of an APE-specific podcast as a pedagogical tool?

Method

Research Approach

This investigation was situated within a qualitative description approach. APE teachers must possess expertise in the physical education curriculum, including areas such as sport skills, locomotor skills, and fundamental motor skills. Additionally, they need the skillset to adapt lessons and navigate individualized education

programs (Sandelowski, 2000, 2010). This approach was relatively nonrestrictive and allowed us to implement an interpretive product with hues of a hermeneutic inquiry (Sandelowski, 2010). This less interpretive approach, in comparison to many qualitative methodologies, allowed us to not stray far from the data and the participants' actual words and experiences (Sandelowski, 2000).

Participants

To be included within this study, participants had to currently teach an APE college course and had to use the *What's New in APE* podcast within these courses. McNamara (2019) explained that the only open-access podcast dedicated to the field of APE was the *What's New in APE* podcast platform, a podcast and an accompanying blog that was developed to provide insight into the field of APE. This podcast interviews an array of APE professionals, parents, and practitioners about a range of topics related to APE. Participants were recruited through social media recruitment posts via the personal social media of the lead investigator, as well as through emails to the first author's professional colleagues within the APE field. Participants were asked to complete a demographic survey pertaining to general personal demographics (e.g., gender, age). Two APE instructors from the same institution in the United States participated in this study. Both had a doctorate in APE and taught face-to-face APE courses. Table 1 displays demographic information about the interviewees. Prior to data collection, the Institutional Review Board approved all procedures conducted in this investigation.

Table 1
Interview Participants' Demographic Data

Pseudonym	Position	Race	Gender	Age	Years teaching APE course
John	Full Professor	White, non-Hispanic	Male	68	37
Leah	Assistant Professor	White, non-Hispanic	Female	38	14

Note. APE = adapted physical education. **Data Collection**

A semistructured interview guide was used as a checklist during the interview sessions, ensuring that each topic was covered but allowing conversations to drive the order and magnitude of topics. These categories of guiding questions included (1) their experiences with listening to podcasts for recreational or educational purposes, (2) how they discovered the *What's New in APE* podcast, (3) how they used the APE podcast in their classes, and (4) what their plans were for using this podcast in the future. The second author conducted the interviews and explained her positionality to the participants prior to conducting interviews.

Data Analyses

Data from the interviews were analyzed via a general inductive approach (Thomas, 2006). This approach began with constructing categories emergent in the data, followed by comparing categories with old categories and forming new categories, and finally this works into larger themes (Thomas, 2006). By employing this method, McNamara initially coded transcribed statements from the interviews into categories reflecting similar motifs. Each category was then given a working title or description of the category. Each statement was then read individually and coded either into an existing category with similar codes or into new categories. The categories were then reorganized into larger groups on the basis of similar themes (Thomas, 2006). Once all statements were categorized and put into themes, we worked together to reexamine codes, categories, and themes.

Several measures that helped ensure the quality or trustworthiness of the study were taken. Member checking ensured the participants' felt the interpretations accurately depicted their perceptions (Patton, 2002). We distributed copies of the analyzed themes from the interviews to the two interviewees. Both interviewees responded and agreed with the interpretations of the data. Finally, transparency and coherence were supported through a thorough description of critical elements of the research process, as well as a transparent accounting of research position and background throughout the research process (Yardley, 2000). Trustworthiness was strengthened when a distinguished university professor with expertise in qualitative research acted as a peer debriefer. The peer debriefer influenced reflexivity by challenging our construction of knowledge (Smith &

McGannon, 2018). We shared our interpretations and conferred with the peer debriefer, who had enough expertise to provide feedback on the themes to refine and, frequently, redirect the interpretation process (Erlandson et al., 1993). The debriefer viewed the authors' interpretations of the data to be representative and accurate.

We also acknowledged our positionality and how our backgrounds could influence our interpretations (Briscoe, 2005). This was crucial, as the various components of our positionality (e.g., race, ideology) could have influenced each step of the research process and thus we could not ignore this. Maher and Morley (2020) explained that “by exploring our positionality and engaging in reflexivity, we ensured transparency, honesty and criticality, which are hallmarks of quality in qualitative research” (p. 852). In regard to this study, both of us identified as White and abled-bodied and both of us were faculty members currently teaching preservice physical educators. The first author identified as male, and the second author identified as female. The first author was also the creator of the *What's New in APE* podcast, the APE podcast used by the participants in this study. To reduce a feeling of power imbalance from the participants, as well as the feeling of the need to provide positive remarks about the podcast, the second author conducted the interviews.

Results and Discussion

Three interrelated themes were constructed from the interviews. The first theme, podcasts are rewarding, demonstrated that the participants had generally favorable views toward the effectiveness of the podcast as a learning tool. The second theme, using podcasts as a supplemental tool, described participants' use of the podcasts to supplement readings and course materials within their courses. The third and final theme, where is the validity, revealed that participants felt there were many concerns related to the development of open-access podcasts, namely, there was little oversight in the information produced and disseminated.

Podcasts Are Rewarding

Both professors expressed that their students enjoyed this APE podcast as a learning tool and possibly found it “more rewarding” than other types of learning. Leah also suggested that exposing students to this resource that covered a plethora of topics possibly al-

lowed students to become more interested in specific areas within the APE field. For example, she stated, “They listen to it and maybe they liked it and they’re like ‘look at all the other topics.’ I’ve had other students say, ‘Oh, did you listen to the newest podcast,’ or ‘have you listened to the Test of Gross Motor Development podcast.” This finding aligns with research that shows podcasts in general can allow listeners to develop a community of learners (Wrather, 2016). Indeed, open-access podcasts may be a unique learning tool, as they allow undergraduate students to encounter a community of learners with those already practicing in their future profession, as well as often hard-to-reach experts (Wrather, 2016).

Both professors also expressed enjoying the podcasts themselves. Leah emphasized that she enjoyed the *What’s New in APE* podcast and inferred that this platform could offer a great service to the entire APE field:

I look forward to each episode and the added content to our profession. I think particularly for our profession because we are a new field really when you look at it in the grand scheme of things. We’ve only been around since 1975. We are still kind of in an infantile state right now. So just more podcasts and more knowledge that added to the field the better.

Although Leah voiced pleasure with listening to this particular podcast, she also explained that she picked this podcast because it was the only one with a focus on APE. In addition, she noted the need for additional episodes from this platform. The perception that more APE podcasts are needed, and that these podcasts may be of great importance to the field of APE, corroborates the general lack of APE-related professional development and content. This is likely in part due to the lack of APE experts, as well as the wide dispersion and scarcity of APE teachers and experts throughout the United States (Zhang, 2011).

The accessibility of the *What’s New in APE* podcast as a learning tool was also reinforced throughout the interviews. John explained,

This generation loves to multitask. You know, like myself, I work out and listen to podcasts and maybe others appreciate that fact as well. You know you can cook dinner for your family and get your homework done by listening to that

assigned reading assignment. I think there are advantages to that as well.

Leah emphasized that this flexibility in use was most beneficial for her graduate students, as they

are teachers during the day and will come back and take a couple night classes. They can listen to podcasts as they drive to school and I think that's a really unique positive aspect to APE teaching that maybe other professionals don't have the opportunity to do. Because we're driving from school to school, so that's a great opportunity to learn about your profession, listen to some podcasts on the way to your next school site.

These findings align with an accumulation of literature citing that college students perceive podcasts in general to have an array of favorable features, including ease of access (Hew, 2008; Kay, 2012; Kennedy et al., 2016; McNamara & Shaw, 2020). The literature indicates that this heightened flexibility and accessibility empower students to take greater control of their learning. Podcasts enable students to pause, rewind, and revisit content as needed, facilitating a more thorough understanding of the material (Drew, 2017; Kennedy et al., 2016; McNamara & Shaw, 2020).

Using Podcasts as a Supplemental Tool

Both professors indicated that they were avid podcast listeners and listened to them for personal and professional purposes. They also expressed they used this podcast within their APE courses, using two primary methods: (1) listening to clips in class and (2) replacing readings. Both professors also indicated they sometimes used clips of this podcast to reiterate key points within their lectures. John explained, "The first time I used the podcast I listened to, I took clips of the one I did on behavior management because I was real familiar with it and I intertwined it into my lecture." Both interviewees detailed listening to short clips of specific episodes from this podcast in class. For example, Leah stated, "I have also done it in class where we will listen to a section of it. Then I will have a few questions the class can answer as a group." John also articulated that he does quick reflection activities after listening to the *What's New in APE* in class:

I'll have them write down a couple things, what did you get out of that . . . They'll be in their groups and I'll say, "Let's react to this. Like, what did you take away?" And I usually have in a PowerPoint slide . . . a few lines of the podcast in there and the link so they can click it very easily.

Both also cited they often used the *What's New in APE* podcast as a replacement for reading assignments. For example, Leah expressed that she usually used them about once a semester and assigned "a podcast for my students to listen to in lieu of a structured reading." She continued by explaining that the way she assigned podcast listening was similar to the way she assigned readings:

Students are assigned the reading and next class period they are put together into discussion groups and they have some preset question that I have proposed, and they discuss the reading, or in this case, the podcast with their group.

Although John also reiterated the use of podcasts in general in lieu of readings, he had some reservations about this direct replacement:

It just seems like they're more apt to listen to a podcast than they are if they have to read a chapter in a book. That's what they said to me they find that more rewarding. Now I'll be honest with you, I'll read a little bit about that I don't think podcasts are a cure-all. I think they should be used as a supplement.

Leah provided her future plans to continue to use this podcast in her APE courses and an increase in the amount of use:

I absolutely plan to continue at minimum use at least one podcast and since I teach APE, podcasts have always come from the *What's New in APE* since that is the most relevant material to what I am teaching. And I am absolutely open to assigning more podcasts as reading assignments.

Although both professors saw value in using the podcasts as a learning tool, neither assigned any points or grades to listening to the *What's New in APE* podcast. For instance, Leah stated, "I never do these for points. It's just for their reading and the reading is expected."

Again, this falls into the notion that these two professors were using these podcasts as simply a supplemental tool to reinforce content, rather than as a direct replacement of content. This is important to note, as scholars often advocate against the use of podcasts as a direct replacement for lecture or readings; rather, they encourage podcasts to supplement coursework (Kennedy et al., 2016).

Where's the Validity?

While Leah planned on continuing to use this specific podcast, she also raised concerns regarding research; however, she was apprehensive with the lack of research on how to best use podcasts as a learning tool within her courses, explaining, “Where is the research behind the podcasting [or] is it just a novelty? Do the students retain more, less, [or] equal to . . . reading a chapter?” The affordability, simplicity of creation, and swift dissemination linked with educational podcasts are leading to their growing prominence as instructional tools (Kay, 2012; McNamara, Shaw et al., 2021). However, research within the area of educational podcasting in the field of kinesiology appears to be in its infancy. For example, a recent scoping review of the past two decades only identifies five data-driven articles that examine educational podcasts’ impact on college students within the field kinesiology (McNamara, Shaw et al., 2021). Furthermore, only one of these studies (Abt & Barry, 2007) uses podcasts as a typical intervention within their study, with the other studies simply embedding the podcasts within their classes and examining their impact on students. In addition, all these studies examine instructor-developed podcasts, rather than the increasingly popular form of open-access podcasts. Thus, Leah’s concerns about the lack of research on the use of podcasts within an education setting are well founded. It is critical that future researchers examine the impact and perceived usefulness of educational podcasts with kinesiology college students. Researchers also need to focus on how college instructors are employing podcasts, especially open-access podcasts, and how these different methods impact kinesiology college students’ perceptions and knowledge toward topics.

Both participants also communicated some concern with using the *What’s New in APE* podcast as a teaching tool. For example, Leah gave reservations with using podcasts, stating that more podcast

content was needed to cover the array of content covered within her course:

I think if there were a broader range of content and more options within the podcasts I may open that up to two or more reading assignments. It's just at this point, there's not enough podcasts that fit the content to necessarily do that, and I just don't know that the literature is there yet. [Someone should] tell us whether listening to podcasts in lieu of reading is equal to, better than, not as retentive as reading the chapter. At this point I'm comfortable with one. I always get good feedback that they like the podcast so I am certainly open to doing more of our readings in that manner.

John pointed to the need for more podcasts from the *What's New in APE* platform to focus specifically on research being conducted within the field of APE. He rationalized this:

I worry a little bit because in some ways podcasts are like the Wild West. Where if there is an article or book it's gone for review; in a podcast there's no checks and balance. I think that's something that should be mentioned or cautioned . . . Is somebody saying things, [or] are the things that are being said on the podcast evidence based? Because in an article they would have to be or they would get rebuked.

This suggests that professors, even ones using podcasts as a learning tool, have reservations about this tool and may be more apt to use podcasts based within peer-reviewed research, as this would make the content to be more trustworthy. A significant issue surrounding multimedia produced by independent entities is the potential for these content creators to transition from factual reporting to manipulating information in order to present opinions as if they were factual” (Mihailidis & Viotty, 2017). As such, with the idea that with the rapid rise of platforms that allow anyone to create content and distribute through online mediums (e.g., Twitter, Facebook), there is a question about the validity of open-access multimedia (Hajli, 2016). External agencies want to capitalize on the education of health and physical education professionals, likely due to the intersection of the fields of education, health, and sport sciences

(Sperka et al., 2018). Researchers need to continue to explore professors' reservations on using podcasts within their courses, to decipher patterns among these concerns and to develop recommendations on how to combat these concerns.

Limitations

This study has two major limitations. First, the sample size is relatively small. Despite several attempts at ensuring trustworthiness of the data, this may not accomplish data saturation and perhaps limits our ability to fully understand the participants' perspective and experiences. Researchers can examine college professors' use of more than one discipline-specific open-access podcast to examine a larger sample. Second, the first author's role in developing the podcast as well as the recruitment of a sample of participants likely to have a professional relationship with the investigator may influence the participants' responses. Despite the second author conducting the interviews, this limitation may elicit more positive remarks concerning the podcast, as the participants may have felt compelled to provide responses that they believe the lead investigator views favorably. Investigators can explore professors' use and perceptions of other open-access podcasts.

Conclusion

This investigation focuses on the use of an APE podcast within college courses and examines APE professors' use of this podcast and their perceptions of it. There are multiple studies examining the impact of podcasts on college students (e.g., Kay, 2012; Luttenberger et al., 2018; McNamara & Shaw, 2020); however, little research examines the use of open-access podcasts within college courses (Fronck et al., 2016; Hargett, 2018; McNamara, & Haegele, 2021; McNamara et al., in press) or examines college professors' perceptions of these tools. Indeed, open-access podcasts may present a unique teaching tool for college professors; these can allow undergraduate students to encounter a community of learners with practitioners in their future field. In addition, open-access podcasts may be an ideal teaching tool within the current era, where information is readily available to students. During this new age of increased access to information, college professors may act as knowledge brokers through curating open-access podcasts to enhance students' learning experience.

Indeed, one of college professors' primary roles is a knowledge-broker who carefully reviews multimedia content, such as podcasts, as well as provides an outline of the purpose and authority of these resources prior to assigning them to students (Macdonald, 2015).

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ADAPTED PHYSICAL EDUCATION

The Basic Psychological Needs in Physical Education Scale for Use With Students With Visual Impairments: A Delphi Study

*Lindsay E. Ball, Lauren J. Lieberman, Pamela S. Beach,
Ali Brian, and Jennifer J. Ratcliff*

Abstract

The Basic Psychological Needs in Physical Education Scale (BPNPE; Vlachopoulos et al., 2011) measures the basic psychological needs for autonomy, competence, and relatedness. The BPNPE has yet to be vetted for use with students with visual impairments. The purpose of this study was to begin the vetting process of the BPNPE, with content and face validity screening, for use with students with visual impairments via the Delphi method. A panel of 15 experts rated the quality, importance, relation to self-determination for each item and provided wording suggestions and comments. On the basis of the feedback, items were revised and presented back to the experts until consensus was reached. Three rounds of obtaining feedback were necessary for the panel to reach consensus for the BPNPE. This instrument can be used to quantify the basic psychological needs satisfaction of students with visual impairments during physical education and to aid in curriculum improvements that encourage autonomy, competence, and relatedness.

Lindsay E. Ball, Department of Human Movement Sciences, Old Dominion University. Lauren J. Lieberman and Pamela S. Beach, Department of Kinesiology, Sport Studies, and Physical Education, SUNY Brockport. Ali Brian, College of Education, University of South Carolina. Jennifer J. Ratcliff, Psychology Department, SUNY Brockport. Please send author correspondence to lball006@odu.edu

When an individual has their basic psychological needs met, they feel as though they are in control of their actions, or self-determined, and experience greater motivation and well-being (Ryan & Deci, 2000) and this is no different for individuals with visual impairments (Cmar & Markoski, 2019). The Expanded Core Curriculum outlines that students with visual impairments should receive instruction in areas directly impacted by their disability in addition to the traditional academic instruction (Sapp & Hatlen, 2010). Learning skills related to self-determination is one of the nine areas of instruction detailed in the Expanded Core Curriculum (Sapp & Hatlen, 2010). To gain knowledge and experiences consistent with self-determination, students with visual impairments must learn to decipher their choices, acquire the skills necessary to take advantage of those choices, and have opportunities to make age-appropriate choices independently (Sapp & Hatlen, 2010). Teachers of students with visual impairments believe that their students can benefit from learning skills related to self-determination and be more successful at school and in postsecondary settings on the basis of those skills (Agran et al., 2007). Unfortunately, not all students have goals related to self-determination on their Individualized Education Program (Agran et al., 2007), even though individuals are more intrinsically motivated and experience more self-determination when they are afforded the opportunity to make choices (Deci & Ryan, 2008), and teachers rank choice making as the least important component of self-determination (Agran et al., 2007). Cmar and Markoski's (2019) literature review reveals 11 research studies investigating the self-determination of children and youth with visual impairments from 2003 to 2016. Of those 11 studies, only two (Robinson & Lieberman, 2004; Shapiro et al., 2005) investigate the self-determination of children and youth in a physical activity setting (Cmar & Markoski, 2019). In the Robinson and Lieberman (2004) study of opportunities for self-determination for students with visual impairments, the results show few opportunities across the domains of home; school, including physical education; friends; and health care (Robinson & Lieberman, 2004). Additionally, this study reveals students often do not exercise their decision-making skills, because their parents or teachers make their decisions (Robinson & Lieberman, 2004). In the other study of students with visual impairments after a weeklong

sports camp, the results reveal that boys have a higher perceived competence than girls at the start of camp. At the end of camp, though both boys and girls may experience increased perceived competence, girls may experience a more significant increase in their self-perception.

Self-determination research indicates that a person's basic psychological needs for autonomy, competence, and relatedness are met in sport and exercise settings (Ryan et al., 2009; Teixeira et al., 2012; Vlachopoulos & Michailidou, 2006). Given this finding, physical education may also be a setting in which students with visual impairments have the opportunity to have their basic psychological needs met (Lieberman et al., 2021). Ideally, the goal of physical education is to provide students with the resources and opportunities to develop the motor skills, confidence, and competence to become physically literate (Graham et al., 2013; SHAPE America, n.d.). Currently, individuals with visual impairments are often excluded from activities, receive differential treatment from teachers, and have negative interactions with peers during physical education (e.g., Haegele et al., 2020; Haegele & Kirk, 2018; Haegele et al., 2018; Haegele & Zhu, 2017; Haegele, Zhu, & Holland, 2019). Exclusion from activities typically takes the form of sitting on the sidelines or participating in a separate parallel activity away from classmates (e.g., Haegele et al., 2020; Haegele & Kirk, 2018; Haegele et al., 2018; Haegele & Zhu, 2017). Individuals with visual impairments think that their teachers have differing and lower expectations for them because of their visual impairment (Haegele & Kirk, 2018; Haegele et al., 2018). Additionally, they experience bullying by peers through social isolation, verbal teasing, and even being physically pushed or tripped (Ball, Lieberman, Haibach-Beach, Perreault, & Tirone, 2021). Individuals with visual impairments are at risk of living a more sedentary lifestyle than their peers without disabilities due to their limited participation and skill acquisition in physical education (Yessick & Haegele, 2019). Children and youth with visual impairments are lacking in perceived and actual motor skill performance and have lower physical activity levels than do their sighted peers (e.g., Brian et al., 2018; Haegele, Aigner, & Healy, 2019; Haibach et al., 2014; Houwen et al., 2010). Due to their experiences in physical education, individuals with visual impairments have negative feelings toward

physical education (Ball, Lieberman, Haibach-Beach, Perreault, & Tirone, 2021) and these experiences also negatively impact their physical activity levels, preferences, and choices as adults (Yessick & Haegele, 2019).

Motivation is a significant aspect of physical literacy (Brian et al., 2019). Autonomous motivation toward physical activity is supported by competence satisfaction and perceived motor competence (Brian et al., 2019). This means that students with visual impairments who have more satisfaction with their need for competence and a higher level of perceived motor competence will likely have more autonomous motivation toward physical activity (Brian et al., 2019), which may increase their physical literacy. If students with visual impairments are afforded opportunities that satisfy their basic psychological needs along with developing physical literacy, they may acquire a stronger sense of well-being and engage in a physically active lifestyle. Therefore, a psychological needs satisfaction instrument specific to physical education needs to be identified and determined appropriate for use with students with visual impairments.

The Basic Psychological Needs in Exercise Scale (BPNES) is an exercise-specific tool that measures self-determination and how exercise meets the psychological needs for autonomy, competence, and relatedness (Vlachopoulos & Michailidou, 2006). The BPNES is valid for Chinese, Spanish, Greek, Portuguese, Turkish, and British cultures (Liu et al., 2013; Moreno-Murcia et al., 2012; Vlachopoulos et al., 2013; Vlachopoulos et al., 2010). Additionally, the scale's psychometrics are supported for individuals with intellectual disabilities in Europe (Skordilis et al., 2019). The BPNES is appropriate for use in structured exercise settings, such as the one in Saebu et al.'s (2013) study investigating the motivation for physical activity among young adults with physical disabilities during a 3-week rehabilitation stay. The BPNES is valid for adults aged 18 years and older (Vlachopoulos & Michailidou, 2006) as well as 16- and 17-year-olds (Skordilis et al., 2019). Additionally, its use is widespread, measuring basic psychological needs, physical self-concept, and physical activity of adolescents in secondary school in Spain (Fraguela-Vale et al., 2020) and physical education for primary and secondary students in Brazil (Costa et al., 2017). The modified version of the BPNES, the BPNPE, is valid for use with Portuguese, Brazilian, German, and Filipino cul-

tures (Cagas & Hassandra, 2014; Cid et al., 2016; Heckmann, 2013) as well as English-speaking students (Sanchez et al., 2018). While this instrument is valid in many populations and domains, the BPNPE has yet to be vetted for students with visual impairments.

Currently, the research on the self-determination of students with visual impairments in physical education is limited. Additionally, there is no quantifiable instrument specifically vetted to measure the basic psychological needs satisfaction of individuals with visual impairments solely on the basis of their experiences in physical education. To our knowledge, there is only one self-determination instrument modified to include physical education for students with visual impairments (Robinson & Lieberman, 2004). The instrument measures self-determination opportunities provided to students with visual impairments in physical education rather than measuring how their basic psychological needs are met in that setting; therefore, an instrument with a purpose of measuring the degree of psychological needs satisfaction specific to students with visual impairments in physical education must be vetted. The overall purpose of this study is to begin the vetting process of the Basic Psychological Needs in Physical Education Scale for use with students with visual impairments by utilizing content and face validity screening through the consensus of experts.

Method

The Delphi method, a research process involving the collection and refinement of judgements made by experts on a specific topic (Skulmoski et al., 2007), was utilized to establish content and face validity of the BPNPE for use with students with visual impairments. One of the five purposes of a Delphi study is “to seek out information which may generate a consensus on the part of the respondent group” (Hsu & Sandford, 2007, p. 2). In the case of this inquiry, the purpose was to establish content and face validity for the BPNPE, as related to students with visual impairments, through the consensus of experts.

Instrumentation

This study utilized the English translation of the BPNPE, which was initially validated by Sanchez et al. (2018). The scale comprises 12 items that measure the autonomy, competence, and relatedness

of students while in physical education class. Appendix A shows the English translation of the BPNPE (Sanchez et al., 2018) .

Participants

Participants for this study were 15 experts. To be considered an expert, they had to have extensive training or completed coursework in physical education, adapted physical education, special education, sports psychology, vision studies, or orientation and mobility, or be a current professor in adapted physical education or a related field.

Participants included a panel of experts ($N = 15$) from diverse areas of expertise. Our sample of experts included those from adapted physical education ($n = 8$), physical education ($n = 2$), sports psychology ($n = 1$), special education ($n = 1$), orientation and mobility ($n = 1$), vision studies ($n = 1$), and both adapted physical education and orientation and mobility ($n = 1$). Additionally, one of the experts included on the panel identified as an individual with a visual impairment.

Procedure

Experts were contacted through email about their interest in participating in the Delphi study. Each participant was informed that upon completing the final round of the Delphi study they would receive a \$50 Amazon gift card as compensation for their participation in the study. Data were collected through a series of rounds via email in which the expert panel provided feedback on the BPNPE items. When providing feedback, experts considered the framework of self-determination theory, more specifically the basic psychological needs of autonomy, competence, and relatedness as related to students with visual impairments in physical education. Experts rated the quality of the item on a 1–5 rating scale (1 = *poor quality*, 5 = *high quality*), the importance of the question/statement on a 1–5 rating scale (1 = *low importance*, 5 = *high importance*), the degree to which each item related to autonomy, competence, or relatedness on a 1–5 rating scale (1 = *low relation*, 5 = *high relation*). They also provided optional alternative wording for the questionnaire item and/or comments. On the basis of the feedback the questionnaire was revised and presented back to the expert panel until consensus was reached. Three rounds of obtaining feedback was necessary for a consensus to be reached among the expert panel for all 12 BPNPE items. This

aligned with the recommendation for three or four rounds for an expert panel to establish consensus (Hsu & Sandford, 2007; Skulmoski et al., 2007). Experts had 2 weeks (14 days) to provide feedback to the researcher during each round of the Delphi. The researcher had 2 weeks (14 days) to analyze the feedback the experts provided and prepare the questionnaire and findings for the next round of the Delphi.

Data Analysis

Data collected during each round of the Delphi was descriptively and thematically analyzed. The suggestions and comments provided by the experts were reviewed and categorized thematically to aid in revisions. The ratings were analyzed descriptively to investigate the agreement of importance, quality, and degree to which each BPNPE item related to self-determination. Based on the feedback the BPNPE was revised and presented to the expert panel along with a summary of the previous round's findings. A BPNPE item was revised if it received either a mean quality score of less than 4.0, a mean importance rating of less than 4.0, or a mean relation to self-determination rating of less than 4.0 and/or over 30% of the expert panel provided wording suggestions or comments. Following the recommendations of Hsu and Sandford (2007) consensus was reached when 70% of the experts provided a quality, importance, and relation to self-determination rating of 4 or 5 and less than 30% of the experts provided wording suggestions or comments for each BPNPE item.

Results

Three rounds of the Delphi method process were necessary for the expert panel to reach consensus for each of the 12 BPNPE items. This indicated the instrument was adequate to measure the basic psychological needs satisfaction of students with visual impairments in physical education. Table 1 shows the results of the feedback. Additionally, this section provides a summary of each round's findings.

Round 1

Significant revisions were made as a result of the feedback gathered from the first survey. The first notable revision was made to

the stem of the scale. This was changed to “When I participate in physical education, in general, I feel . . .” Second, a common recommendation was to add a reference to physical education class to the statements because students completing the survey may forget the stem and this would remind them to consider their experiences in physical education. The expert panel advised that the comparison component in the competence items be removed. Justification for this revision included the comparison to peers may be context dependent because students may be in a class with high- or low-skilled peers. Additionally, some students with visual impairments may not have the knowledge of their peers’ abilities as this may be learned through incidental and casual observation. Students also may not have reflected on what their peers consider difficult, and a student with a visual impairment may wonder if they are to compare their abilities to the abilities of their peers with visual impairments or of their sighted peers. It was suggested that the student’s need for competence may be met through their perception of the level of difficulty of the task but not all items should focus on difficult tasks. Though many items received high mean quality, importance and relation to self-determination ratings, the items were revised because they received many wording suggestions and comments.

Round 2

This round of feedback provided by 15 members (100%) of the expert panel resulted in five of the BPNPE items reaching consensus (Autonomy Items 1 and 4, Competence Items 3 and 4, Relatedness Item 2). These items had mean quality, importance, and relation to self-determination ratings greater than 4.0, more than 70% of the expert panel provided ratings of 4 or 5, and less than 30% of the expert panel provided a wording suggestion or comment. The remaining seven items were revised for improvement of the overall caliber of each item. Subsequent questions were asked during this round of gathering feedback. The additional questions were developed and added to the questionnaire because many of the experts noted questions that revolved around the age of the target population and inquired about the relevance to visual impairment. The expert panel rated the degree to which they agreed the questionnaire items were appropriate for elementary students in Grade 5 with an age of 11 years, middle school students in Grades 6 to 8 from ages

Table 1
Results of Feedback Provided by the Expert Panel

Delphi round	BPNPE item	M_{quality}	% of panel rating		% of panel rating		$M_{\text{relation to self-determination}}$	% of panel rating	% of panel providing feedback	Meets consensus?
			4/5	$M_{\text{importance}}$	4/5	4/5				
1	Autonomy 1	4.13	80	4.13	80	4.18	71	47	No	
1	Autonomy 2	3.67	60	3.93	67	3.73	60	67	No	
1	Autonomy 3	3.13	40	3.87	60	3.86	64	100	No	
1	Autonomy 4	4.07	73	4.00	60	4.07	67	60	No	
1	Competence 1	4.00	60	4.60	93	4.60	93	67	No	
1	Competence 2	3.93	67	4.40	87	4.07	73	73	No	
1	Competence 3	4.00	64	4.21	79	4.57	86	73	No	
1	Competence 4	3.86	60	4.29	93	4.27	80	60	No	
1	Relatedness 1	4.80	100	4.33	87	4.80	100	40	No	
1	Relatedness 2	4.40	87	4.67	93	4.73	93	33	No	
1	Relatedness 3	4.73	93	4.60	93	4.80	100	53	No	
1	Relatedness 4	4.20	80	4.64	93	4.80	93	60	No	
2	Autonomy 1	4.50	87	4.57	93	4.14	79	27	Yes	
2	Autonomy 2	3.92	57	4.13	73	3.96	64	67	No	
2	Autonomy 3	4.29	79	4.29	79	4.11	79	40	No	
2	Autonomy 4	4.77	100	4.86	100	4.86	100	13	Yes	

Table 1 (cont.)

Delphi round	BPNPE item	M_{quality}	% of panel rating		% of panel rating		$M_{\text{relation to self-determination}}$	% of panel rating 4/5	% of panel providing feedback	Meets consensus?
			4/5	$M_{\text{importance}}$	4/5					
2	Competence 1	4.20	73	4.73	100	4.71	93	33	No	
2	Competence 2	4.27	80	4.53	93	4.64	93	33	No	
2	Competence 3	4.43	86	4.64	100	4.85	100	27	Yes	
2	Competence 4	4.60	93	4.73	100	4.79	100	27	Yes	
2	Relatedness 1	4.80	100	4.87	100	4.85	100	40	No	
2	Relatedness 2	4.60	93	4.73	93	4.86	100	13	Yes	
2	Relatedness 3	4.33	73	4.87	100	4.86	100	33	No	
2	Relatedness 4	4.35	86	5.00	100	5.00	100	67	No	
3	Autonomy 2	4.57	100	4.70	100	4.75	93	0	Yes	
3	Autonomy 3	4.10	80	4.43	87	4.57	93	20	Yes	
3	Competence 1	4.63	93	4.77	100	4.90	100	7	Yes	
3	Competence 2	4.60	93	4.80	100	4.93	100	13	Yes	
3	Relatedness 1	4.50	93	4.77	93	4.77	93	13	Yes	
3	Relatedness 3	4.57	93	4.83	100	4.90	100	7	Yes	
3	Relatedness 4	4.37	87	4.70	93	4.90	100	13	Yes	

12 to 14 years, high school students in Grades 9 to 12 from ages of 15 to 18 years, and students with visual impairments. Table 2 shows the results of the additional questions. The expert panel agreed that the BPNPE items were appropriate for students in middle and high school as well as for students with visual impairments.

Round 3

The remaining seven BPNPE items reached consensus during the third and final round of obtaining feedback from the 15 (100%) experts. All items received mean quality, importance, and relation to self-determination ratings greater than 4.0, more than 70% of the expert panel provided ratings of 4 or 5, and less than 30% of the expert panel provided wording suggestions or comments for each item. Appendix B shows the final version of the scale determined to be appropriate for use with students with visual impairments by the expert panel.

Discussion

When provided the appropriate tools and modifications, students with visual impairments have the opportunity to perform comparably to their peers without visual impairments in physical education (Ball, Lieberman & Haibach-Beach, 2021). The Expanded Core Curriculum provides students with visual impairments the skills necessary to lead an independent life as an adult (Sapp & Hatlen, 2010). The experts who created the Expanded Core Curriculum point out that often students with visual impairments need more instruction in certain areas to fully engage in school, community, and work (Sapp & Hatlen, 2010), whereas in physical education students with visual impairments often miss out on incidental learning through visual observation (Haegele et al., 2014). This Delphi study brings to light the expert panel's concern for a lack of incidental learning. More specifically, the expert panel finds it is inappropriate to have students with visual impairments compare their abilities with their peers' when answering questions related to competence satisfaction on the BPNPE. Rather, they advise the need for competence can be met through the student's individual perception of the level of difficulty of tasks in physical education. The finalized competence items do not involve a comparison component but still ask students about

Table 2*Results of Feedback from Round 2 Additional Questions*

Student group	M <small>appropriateness agreement</small>	% of panel rating 4/5	Meets consensus?
Elementary school	3.57	50	No
Middle school	4.43	93	Yes
High school	4.36	79	Yes
With visual impairment	4.50	86	Yes

their feelings in regard to being able to improve, perform well, and succeed in tasks in physical education class.

The expert panel agrees that the revised BPNPE is appropriate for use with students with visual impairments. In addition, many of the members of the expert panel emphasize that the scale may also be appropriate for use with all students whether they have a visual impairment or have fully functional vision. This concept directly relates to Universal Design for Learning in physical education, which is an approach to teaching and learning that allows all students to participate (Lieberman et al., 2020). When employing Universal Design for Learning, teachers present lesson materials such as tasks or assessments in various ways to allow all students to access the content and display what they know. The initial BPNPE measures the self-determination of students on the basis of their experiences in physical education (Vlachopoulos et al., 2011). On the basis of the ideals of Universal Design for Learning, there should be a version of the scale that measures the psychological needs satisfaction of students with unique learning needs that is comparable to the original instrument (Lieberman et al., 2020). Although the vetting of this instrument supports use with students with visual impairments, there is no reason why it cannot be used in the evaluation of the psychological needs satisfaction of all students in physical education.

Self-determination is critical to an individual's sense of well-being and is crucial to success in all areas of life (Cmar & Markoski, 2019; Ryan & Deci, 2000). Skills related to self-determination are essential for students with visual impairments as the Expanded Core

Curriculum shows (Sapp & Hatlen, 2010). Physical education is a setting in which students with visual impairments have the opportunity to learn lifelong skills in the area of self-determination in addition to physical literacy when their basic psychological needs are met (Haegele et al., 2014; Lieberman et al., 2021). When students experience psychological needs satisfaction in physical education, they are making strides toward maintaining a physically active life (Brian et al., 2019). To this point, research reveals that students with visual impairments have negative experiences in physical education, which often leads them to pursue a more sedentary lifestyle (Ball, Lieberman, Haibach-Beach, Perreault, & Tirone, 2021; Yessick & Haegele, 2019). Having an instrument that measures the degree of psychological needs satisfaction of students with visual impairments will aid in assessing how autonomous, competent, and related students feel in physical education and in improving existing curricula. The version of the BPNPE vetted for students with visual impairments can be used by physical educators and other vision professionals in mainstream schools and schools for the blind to measure psychological needs satisfaction of their students on the basis of their experiences in physical education. This will aid professionals in quantifying the psychological needs satisfaction of students and allow them to provide opportunities that encourage students to express autonomy, competence, and relatedness during class. If they do this, it is possible that all students will view physical education in a more positive light and gravitate toward a more physically active lifestyle.

Strengths, Limitations, and Future Research

This Delphi study has a number of strengths. First, a strength is the expert panel. The panel comprises experts in the areas of physical education, adapted physical education, sports psychology, special education, and vision studies. Furthermore, the study considers the perspective of individuals with visual impairments as one of the expert panelists has a visual impairment. Next, another strength is the in-depth evaluation of the BPNPE items and the resulting three rounds of edits. The completion of three rounds in a Delphi study is sufficient for reaching consensus (Hsu & Sandford, 2007; Skulmoski et al., 2007). Last, the attrition rate for this study is 0% with all 15 experts who began the study completing all three phases. The literature

does not provide a specific guideline as far as the number of experts necessary for a Delphi study; however, research indicates that 10 to 15 experts is often recommended (Hsu & Sandford, 2007).

A limitation to this study is the establishment of only initial validity for the use of the BPNPE with students with visual impairments. Future research needs to investigate a more rigorous form of content validity, construct validity, the exploratory factor analysis, and confirmatory factor analysis for the version of the BPNPE developed as a result of this study for use with students with visual impairments.

Conclusion

This Delphi study begins the vetting process of the BPNPE for use with students with visual impairments. The revised questionnaire is appropriate for assessment of the self-determination of secondary students with visual impairments in physical education. Often, students with visual impairments view physical education negatively and are bullied, isolated, and treated differently (Ball, Lieberman, Haibach-Beach, Perreault, & Tirone, 2021). This instrument can measure the degree of psychological needs satisfaction for students with visual impairments during physical education lessons. Providing students with opportunities to have their basic psychological needs met may allow them to feel differently and view physical education in a positive manner.

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Appendix A

The Basic Psychological Needs in Physical Education Scale (BPNPE)

In general, in Physical Education...

1. I feel that I improve even in tasks considered difficult by most of the children.
2. My relationships with my classmates are very friendly.
3. We do things that are of interest to me.
4. I feel I perform well even when the tasks are considered difficult by most of the children.
5. I feel I have a close bond with my classmates.
6. I feel that Physical Education is taught in the way I would like it to be taught.
7. I feel I do very well even in the tasks considered difficult by most of the children.
8. I feel a valued member of a group of close friends.
9. I feel lessons are taught in ways I completely agree with.
10. I am able to succeed even in the tasks considered difficult by most of the children.
11. I feel I belong to the group of my classmates.
12. I feel the activities we are doing have been chosen by me.

Competence Satisfaction = Items 1, 4, 7, and 10; Relatedness Satisfaction = Items 2, 5, 8, and 11; Autonomy Satisfaction = Items 3, 6, 9, and 12 (Sanchez et al., 2018, p. 342).

Appendix B

The Basic Psychological Needs in Physical Education Scale for Use With Students With Visual Impairments

When I participate in physical education, in general, I feel...

Autonomy Items:

1. I do activities that are of interest to me.
2. I have a say in how physical education is taught to me.
3. I choose to participate in all parts of the physical education lesson.
4. I am given options to choose from during physical education class.

Competence Items:

1. I am able to improve in skills in physical education class.
2. I can perform tasks well during physical education class.
3. I do difficult tasks very well in physical education class.
4. I am able to succeed in tasks in physical education class.

Relatedness Items:

1. Most of my classmates and I are friendly with one another during physical education.
2. I have a close connection with my classmates in physical education.
3. I am a valued member of my friend group in physical education class.
4. I belong in the group with my classmates in physical education.

ADAPTED PHYSICAL EDUCATION

Adapted Physical Education Service Delivery and COVID-19: Examination of Teacher Practices and Suggestions for Teacher Preparation Programs

Brock McMullen and Timothy Swenson

Abstract

The purpose of this study was to connect with adapted physical education (APE) teachers in PK–12 programs to explore service delivery practices and the impact COVID-19 had on those practices and gather teacher suggestions for APE teacher preparation programs. Seventeen teachers with comprehensive APE experiences were interviewed. Questions included a combination of general service delivery questions, how COVID-19 impacted the education environment, and suggestions to improve teacher preparation programs. Three interrelated themes emerged: (1) collaboration and communication, (2) special education process and legal knowledge, and (3) remote instruction and assessment. Participants provided a range of suggestions for teacher preparation programs to include as learning outcomes for preservice teachers. Findings suggest APE teacher preparation programs need to prepare students to work in an interdisciplinary school setting and be adaptable in an ever-changing environment.

In the United States, the Individuals With Disabilities Education Improvement Act (IDEA, 2004) states that public schools are re-

Brock McMullen, Department of Exercise and Sport Science, University of Wisconsin-La Crosse. Timothy Swenson, Health and Human Performance Department, University of Wisconsin-Platteville. Please send author correspondence to bmcmullen@uwlax.edu

quired to provide students with disabilities (SWD), ages 3–21, a free appropriate public education in the least restrictive environment (LRE). The law also requires SWD have access to physical education (PE), and, if the individualized education plan (IEP) team determines it is appropriate, the PE services be specially designed on the basis of the student's unique needs. Adapted physical education (APE) teachers ensure that SWD receive proper motor evaluations and specially designed instruction in the LRE through direct instruction, team teaching, and/or collaboration with general physical educators to meet content-specific IEP goals (Bateman, 2012; Lytle et al., 2010). This collaboration is imperative in special education, especially regarding developing IEP goals, differentiating instruction, assessing student progress, and meeting student academic learning standards (Friend & Cook, 2017; Richardson, 2011).

One challenge future APE teachers will encounter is the need to work collaboratively with other professionals to provide services to SWD. PE teacher preparation programs adapt to the needs of the profession by focusing on a blend of discipline-specific content and practicum work (Hodge et al., 2002; Piletic & Davis, 2010). Recently, Piletic and Davis (2019) recommend a shift in how institutions of higher education (IHE) prepare APE teachers so that practicum experiences take place with other preprofessionals who may also be special education service providers (e.g., physical or occupational therapists, speech and language pathologists, special education classroom teachers, and/or school psychologists). Interdisciplinary collaboration is a major component of the special education profession, and exposing students during the preservice stage to these experiences may better prepare them to effectively collaborate on the job (Friend & Cook, 2017; Ronfeldt, 2021).

Due to the emphasis on hands-on collaboration for effective service delivery, an additional challenge for teachers recently is the shift to an online format due to COVID-19, during which APE teachers meet virtually with students and staff to deliver instruction and hold meetings (McNamara, Lieberman, et al., 2021). Compounding the challenges of a virtual environment, physical educators also share that minimal training is a barrier to integrating technology within their classes effectively (Gibbone et al., 2010). Due to the increased popularity of online K–12 instruction (Schwirzke et al., 2018) and

COVID-19 moving schools online over multiple years, the research devoted to virtual PE, particularly to students with disabilities, is limited (Killian et al., 2019; Webster et al., 2021). Because APE teachers have various responsibilities in regard to service delivery, including referrals, assessment, teaching, and IEP meetings, it is important to determine how these duties can work in a different modality (Marshall et al., 2020). One method by which IHEs can reduce these barriers and enhance teacher preparation is by following the conceptual framework of school district–university partnerships of Siedentop and Locke (1997), which consists of (a) quality PE in the schools, (b) effective PE teacher education programs, and (c) a working relationship between the two. Siedentop and Locke suggest the success of PE is dependent on continuing partnerships between school-based practitioners and teacher preparation programs. Such partnerships can enact positive changes in school-based PE curriculum and its delivery. An additional justification for having strong school district–university partnerships and obtaining practicing teacher feedback comes from Prusak et al. (2010), wherein a complaint of new teachers is that they learned things that did not apply in a real school setting.

Therefore, the purpose of this study is twofold: explore the impact of COVID-19 on APE teachers' service delivery practices and on the basis of those experiences gather authentic teacher suggestions for preparing APE candidates in teacher preparation programs.

Method

Paradigm and Research Design

As higher education faculty in PE teacher preparation programs, we intend to strengthen teacher preparation programs and develop a working relationship between IHEs and PK–12 schools by following the framework of Siedentop and Locke (1997). To study this relationship, this study used a qualitative descriptive approach to investigate adapted physical educators' experiences during the COVID-19 pandemic as well as to garner recommendations for enhancing APE teacher education programs. This approach allowed us to summarize the participants' experiences while not exaggerating or altering their statements, which allowed for an accurate view into their experiences as teachers (Sandelowski, 2000, 2010).

Participants

After obtaining university institutional review board approval at the University of Wisconsin-La Crosse, participant recruitment began. A convenience sampling method was used and a list formed of 25 APE teachers we knew through various professional organizations in the United States. To be included, teachers needed to serve primarily as an APE teacher (i.e., at least 50% of their time) in their school district and have at least 2 years of teaching experience. Each invited teacher was emailed an introductory letter, consent form, and short demographic survey containing questions related to years of experience, highest degree, race, and gender. Teachers that agreed to be interviewed were emailed the questionnaire.

Seventeen teachers consented to participate, all of whom have state-approved teacher licenses; two had bachelor's degrees and 15 had a master's degree or above (13 of which were specifically in APE). The teachers were from nine states and had an average of 9.5 years of experience (Table 1). The average caseload size for each teacher was 46 students with a range of 19 to 95 students receiving services in a variety of settings (one-on-one, small group, and general PE). Additionally, five participants have received national APE teaching awards from SHAPE America.

Data Collection

We created the interview questions and these were reviewed by an external content expert who has over 35 years of experience as an APE teacher and university professor, to identify questions that may pose a problem because of the content or the context the question was referencing and also to avoid any redundancy or repetitiveness. This review resulted in the final seven questions. All participants responded to the same list of seven open-ended questions, which were developed from items thought to contribute to successful APE teacher service delivery, particularly with the COVID-19 pandemic in mind, as well as Siedentop and Locke's (1997) recommendations for district–university partnerships. Interview questions such as “How did COVID-19 impact your APE service delivery and what do you do differently for APE services, including assessments, IEP meetings, collaboration?” addressed the first purpose statement about the impact of COVID-19 on service delivery practices. Questions

Table 1
Participants' Demographic Data

Pseudonym	Race	Gender	Highest degree	Years of experience	Current state teaching
Dan	White	Male	Bachelor's	11	WI
Hayley	White	Female	Master's ^a	7	WI
Zach	White	Male	Master's ^a	2	IL
Chris	White	Male	Master's ^a	4	WI
Anthony	White	Male	Master's ^a	17	MD
Rob	Hispanic	Male	Master's ^a	26	GA
Carol	White	Female	Master's ^a	7	MN
Michael	White	Male	Master's ^a	4	AK
Samantha	White	Female	Master's ^a	3	MN
Lori	White	Female	Master's ^a	4	UT
Sally	White	Female	Doctorate ^a	16	TX
Terri	White	Female	Master's	18	WI
John	White	Male	Master's ^a	2	WI
Jennifer	White	Female	Bachelor's	6	WI
Bill	White	Male	Master's ^a	10	VA
Brian	White	Male	Master's	18	WI
Pete	White	Male	Master's ^a	7	IL

^a Master's degree in adapted physical education.

such as “What suggestions, for your COVID-19 experience, do you have for APE teacher preparation programs to prepare future APE teachers?” addressed the second purpose statement about gathering teacher suggestions for preparing APE teacher candidates.

Throughout the process of the study, all participant rights and protections were shared and enforced. All interview data were stored on a password-protected computer for safekeeping. Each participant received the seven-item questionnaire via email and voluntarily completed the questions with a written response and emailed it back. Afterward, participants were invited to a 45 min, one-on-one video conference during which they were invited to expound on their

responses and verify the accuracy of their written data. When the video conference was complete, each participant validated the accuracy and authenticity of their responses.

Data Analysis

Interview responses were analyzed thematically on the basis of a multistep process (Braun & Clarke, 2006; Miles et al., 2014). First, we read through the participants' responses multiple times and took notes to organize the data into initial themes. This step allowed us to familiarize ourselves with the content and extract relevant meaning units from the transcripts. Meaning units represented sentences or phrases containing conceptually relevant information (Tesch, 1990). Second, we identified key features of the meaning units to organize the data and generate themes. Third, we sorted meaning units into themes and subthemes (i.e., groups of conceptually similar meaning units). Fourth, we met on four occasions to review the meaning units and theme organization to ensure the data best displayed the participants' responses. If one of us felt a meaning unit was misplaced, a discussion took place and meaning units remained or were placed in a different theme and/or subtheme when a consensus was reached. Last, themes and subthemes were refined and we ensured the labels and meaning units were accurate to allow for themes within the data to be linked to existing research.

Establishing Trustworthiness

Trustworthiness procedures of data saturation (Guest et al., 2006) and member checking (Merriam & Tisdell, 2016) were implemented in this study. These measures helped us to offer a fair and ethical interpretation of participants' viewpoints and experiences (Merriam & Tisdell, 2016). We did not have a benchmark of the number of participants; interviews were conducted until there was data saturation and minimal new details were being shared (Guest et al., 2006). Additionally, verbatim quotes were used; this ensured that participants' voices were visible and themes were accurate and not duplicated. Last, member checking took place via a video conference call on which we invited all participants to take part in a one-on-one discussion to clarify or correct anything from their written responses (Merriam & Tisdell, 2016).

Results and Discussion

Three themes emerged from the analysis along with recommendations for teacher preparation programs. First, the theme of collaboration and communication highlighted the need for APE teachers and other school professionals to have regular and open communication, especially as a result of the COVID-19 pandemic. With participant responses indicating multiple personnel involved in the collaborative process with APE teachers, this theme was broken into three subthemes: general physical educators, physical therapists/occupational therapists, and paraprofessionals. The second theme was related to knowledge about the special education process and legal knowledge, describing a need for APE teachers to understand special education law and IEP procedures. The third theme dealt with how COVID-19 required remote instruction and assessment and how APE teachers had to adjust practices to meet the needs of students. Last, the participants provided suggestions for university faculty to include in their teacher preparation programs. The subsequent sections both describe and discuss these themes, as well as the impact of COVID-19, and suggestions for how teacher preparation programs can meet current educational demands.

Collaboration and Communication

Collaboration With General Physical Educators

One requisite role of the APE teacher is collaborating with the general physical education (GPE) teacher (Kelly, 2019). This relationship, as Friend and Cook (2017) point out, consists of one professional assisting the other with a problem that concerns a third party, typically a student. For teachers to truly collaborate, they need to work collectively, valuing the expertise and input of all team members (Lytle, 1999). The need for collaboration and communication within the PE setting, particularly during the COVID-19 pandemic, was a sentiment study participants expressed repeatedly. For instance, Terri stated, “All GPE classes are taught through Zoom . . . I attend the Zoom PE classes to support my students just like I would in face-to-face school. I am watching my student, giving cues, and praising them during the GPE zoom classes.”

Citing frequent collaboration with GPE teachers, John stated,

My interactions with the general physical education teachers could be described as frequent and in-depth. We discuss specific students on a daily basis and I am constantly informed about my students who are involved in the inclusionary model of our service delivery plan.

Concerning effective communication, Jennifer shared, “It is so important to make sure [GPE and APE teachers] are all on the same page doing the best for every student.” Regardless of the frequency of collaboration between APE and GPE teachers, all participants noted the necessity of working with GPE teachers for the provision of the best learning opportunities for SWD, especially during the COVID-19 pandemic during which multiple modes of instruction were used (e.g., online, in-person, hybrid).

According to participants, it is important to prepare APE preservice teachers to be team players with a common goal of providing quality services to SWD because teachers without formal training often avoid collaborative interactions (Bradley, 1994; Gersten et al., 1990). Therefore, instituting opportunities within APE teacher preparation programs that provide teacher candidates opportunities to interact with others when teaching SWD could enhance partnership opportunities leading to preservice teachers feeling more prepared (Mader, 2017; Piletic & Davis, 2019). Fortunately, such collaborative approaches are already in existence at some IHEs and may serve as a model. One example is the Adapted Physical Activity motor program at Western Illinois University, which provides an opportunity for preprofessionals, including APE, GPE, and other direct and related services to collaborate and teach physical activity to SWD (Piletic & Davis, 2019). A potential outcome of this intentional collaborative approach is for future APE teachers to develop the confidence and essential communication skills to provide purposeful programming to SWD before they graduate, especially in atypical teaching situations (Ronfeldt, 2021).

Collaboration With the Physical Therapist and/or Occupational Therapist

The collaborative efforts of the APE teacher, occupational therapist, and physical therapist are all geared toward various areas of motor skill development for SWD. These professionals will hereby be

referred to as the Motor Team. A majority of participants expressed the importance of working regularly and closely in the Motor Team. For example, Terri referred to the fact that sharing an office contributed to increased interactions,

Communication between [me and] the OTs and PTs happens daily . . . I am fortunate to share an office with the OT and PT at one school. We are constantly collaborating [regarding] the students we work with. This is so helpful when you have a student with many needs.

Further, Brian shared, “I collaborate with our school district physical therapist to get ideas for functional movement activities or exercises that I can incorporate into my students’ physical education programs.” These interactions align with the APE National Standards 11-Consultation and Staff Development and 15-Communication in that the APE teacher needs to understand a team approach to establishing a working relationship with the Motor Team by knowing how those other professionals can serve SWD (Kelly, 2019).

Forming a collaborative team is usually not required by the school district; however, a team approach between service providers is especially important during events such as the COVID-19 pandemic. This approach ensures the Motor Team is working towards students’ IEP goals, respective to their discipline when they cannot collaborate in person (Friend & Cook, 2017; Maguire, 1994). For instance, Michael stated that during the pandemic, “physical therapists and one occupational therapist have been joining my APE Zoom sessions.” Further elaborating on working and teaching together in a virtual setting, Hayley shared, “I co-teach with PT for some sessions.”

To keep responsibilities from blurring, when co-teaching and working together, especially in a virtual environment, the key players in a Motor Team need to have a full understanding of each other’s roles (Kelly, 2019). Emerging from the interviews, interactions between Motor Team members are regular and frequent; however, professionals generally develop these skills of coordinated service delivery after they are employed (Mader, 2017). The recommendations of Hayley, Anthony, Bill, and Rob were congruent with that of Piletic and Davis (2019) for preprofessional programs in that interaction among APE teachers and other special education pre-

professional service providers can benefit as they all need to know the roles of each provider in the education of an SWD. Despite these recommendations, more research needs to identify how learning about collaboration with the Motor Team at the preservice level can positively impact teacher development.

Collaboration With Paraprofessionals

Paraprofessionals play a valuable part in assisting both teachers and SWD in the PE setting. The use of paraprofessionals in PE has increased dramatically in the last 10 years due to issues such as federal legislation favoring inclusion (i.e., IDEA) as well as teacher shortages (Swenson, 2020). With the increased need to utilize paraprofessionals in the PE setting, APE teachers recognized the importance of knowing how to collaborate and communicate effectively with this specific service provider. Paraprofessionals typically spend the most time with students who have the highest educational needs, so forming collaborative relationships to support students in APE is a recommended practice (Downing et al., 2000). APE teachers repeatedly cited that working alongside paraprofessionals is a needed skill. For example, during online classes during the COVID-19 pandemic, Michael stated he had his paraprofessional assist him with keeping track of assessment data regarding student progress.

Results also indicate that collaboration between APE teachers and paraprofessionals needs to be regular to be effective. Pete stated, “I share an office with paraprofessionals and . . . I’ve found that demonstrating things for them and just giving them ideas of small adjustments can make a huge difference for students.” Additionally, Samantha mentioned, “I meet with special education support staff [paras] at the beginning of the school year to do an APE training.” Extant research indicates that paraprofessionals’ lack of engagement within PE settings is due to specific factors such as lack of training in the PE environment (Davis et al., 2007; Haegele et al., 2019; Lieberman & Conroy, 2013).

Providing opportunities to preservice APE teachers to collaborate with paraprofessionals in field-based settings is an encouraging recommendation of the study participants to enrich the learning environment. Bryan et al. (2013) indicates that physical educators have very little training in how to best utilize paraprofessionals, which leads to paraprofessionals feeling uncertain of role expectations. A

strategy for how preservice APE teachers could benefit from interacting with paraprofessionals during field experiences was shared when Chris stated, “I want them to explain to . . . the paraprofessionals what the lessons consist of and why we are focusing on. Showing the paras the modifications and how to increase or decrease the difficulty of the activity.” The importance the paraprofessional assumes in assisting SWD in APE settings cannot be overstated, yet research indicates very little provision of training specific to the APE setting (Bryan et al., 2013; Davis et al., 2007; Lieberman & Conroy, 2013). Certainly, this trend needs to be addressed within APE teacher education programs.

Special Education Process and Legal Knowledge

According to Lytle et al. (2010), a highly qualified APE teacher needs to have a comprehensive knowledge of the law and the special education process and how these apply to teaching SWD. Additionally, APE teachers are required to follow the same guidelines and regulations as special educators per the students’ IEP (Lieberman et al., 2021). This notion is also supported in the recent update of the APE National Standards, in which it states that teachers must have “knowledge of public laws that affect physical education . . . for individuals with disabilities” (Kelly, 2019, p. 67). Zach shared this view, stating that teachers need to be “familiar with special education law and the IEP process.” Having an understanding of current legislation (i.e., the Individuals With Disabilities Education Improvement Act of 2004) and its requirements for qualifying disabilities, referrals, assessments, guidelines for IEP meetings, and annual reviews is essential for those working with SWD, parents, and other special education professionals (Kelly, 2019).

Moreover, the APE teacher and other professionals must understand that APE is a direct and not a related service because specially designed PE (i.e., APE) is a mandated component of federal special education law (IDEA § 300.39). Carol appeared to have some issues with individuals in her district understanding this concept, saying, “No one knows that [APE] is a direct service; they will always refer to it as a related service and treat it as such.” This issue of not classifying APE as a direct service can result in SWD not receiving the appropriate services, which is why APE teachers must advocate and have these services specified in the IEP (McMullen & Felix, 2022).

To protect the school district from unwanted due process procedures, APE teachers must have an understanding of the law. This sentiment holds true during events such as the COVID-19 pandemic when instruction is primarily virtual. For example, Sally stated that regardless of where instruction took place (online or in person), she needed to meet the required number of minutes of APE services for her students. Additionally, Lori suggested that within teacher preparation programs, “students gain a better understanding of the IEP process and other tasks around special education documents. Also making a requirement that students attend IEP meetings during their preparation program.” These recommendations for preparation programs are in concert with the APE National Standards where it requires that teachers know the IEP process and understand federal mandates involving PE programs for SWD (Kelly, 2019).

Many parents and school professionals are not aware of the PE requirements in the law and SWD are unfortunately excluded from receiving proper services (Bittner et al., 2020; Coates & Vickerman, 2010; McNamara, Dillon, et al., 2022; McNamara et al., 2021; McNamara, Trujillo-Jenks, et al., 2022). These studies indicate the need for APE teachers to be advocates for SWD to parents, administrators, and the community. Additionally, APE teachers need to stay current regarding legislative updates and reauthorizations while working to promote a school environment of inclusion and respect for SWD (Kelly, 2019; Lytle et al., 2010). Teachers with a foundational knowledge surrounding the legal basis for PE for SWD can help inform parents and others regarding the services of a free and appropriate public education.

Remote Instruction and Assessment

Instruction

Proper implementation of instructional practices (i.e., teaching) is a foundational aspect of working in the field of APE (Kelly, 2019). APE is a service, not a placement, and these services can occur in an inclusive setting, a self-contained classroom, or a combination of both, among other options (Columna et al., 2010); therefore, planning and teaching appropriate content while focusing on each students’ individual needs can present multiple challenges for the instructor in these settings. These challenges are present every day

in a standard teaching environment, however, in the spring of 2020, most school districts transitioned to a fully online learning environment due to the COVID-19 pandemic, and many remained online or utilized some form of hybrid instruction throughout the 2020–2021 and 2021–2022 academic school years (Lu et al., 2020; Varea & González-Calvo, 2020). This transition to online instruction presented numerous obstacles. Zach stated, “All of my lessons are virtual and are done through either Zoom or Microsoft Teams. Not having a gymnasium is a huge obstacle in teaching APE during the COVID era.” Aside from dealing with a new physical space, Pete shared the challenges that teachers faced:

I try to use videos and activities that will help the students be engaged in PE activities on the computer, but this can be very difficult and inconsistent . . . Some parents are able and willing to assist during live remote lessons and some are unable/unwilling to do so. This has made it difficult for students to continue to grow in their motor skills.

Expanding on this point of engagement, Michael said,

I think the main thing is just being creative with videos. For instance, I have made throwing videos at home where I go through all the steps and have the kids throw pairs of socks at a pillow or drawing a face on a piece of paper towel during Halloween week and having them catch the ghost in their house.

Despite the challenges of instructing in a virtual environment, Dan recommended that preservice teachers receive “training for virtual curriculum . . . [with an] increased attention to verbal communication skills . . . since hands-on physical demonstrations are not available, providing verbal instruction through alternative methods would be valuable.” Additionally, teacher preparation programs need to prepare students to use technologies for remote teaching and other roles (Gibbone et al., 2010). This remote instruction needs to be motivating, fun, and engaging according to participants. Some APE teachers were part of general PE Zoom classes with SWD and also had to do one-on-one Zoom classes to help these same SWD if they could not follow the general PE Zoom content. Last, we along

with other scholars suggest that preservice programs have college students locate and post remote instructional resources, and prepare preservice physical educators to teach in an online setting, because many are not prepared to teach virtually (Lu et al., 2020; Varea & González-Calvo, 2020).

Assessment

Assessment is critical in providing highly effective APE services. Roth et al. (2017) state that APE is the art and science of designing a PE program for learners with disabilities on the basis of the results of a comprehensive assessment. Understanding the importance of assessment in planning meaningful instruction for SWD, participants expressed the challenges associated with assessment in a virtual environment due to COVID-19 restrictions. One specific challenge participants indicated was their inability to meet with students face to face. Highlighting this challenge, John stated,

Virtual assessments have been very challenging. Oftentimes I rely on a helper [typically a parent] to assist with assessment and observation while I teach. All virtual teaching is live. I do not prerecord videos unless a student is absent or a parent requests it.

Adding to this, Rob mentioned, “Progress monitoring is done over live video or prerecorded from parents.” Last, Lori stated, “For online students, progress monitoring has mainly been achieved through Zoom conferences or parents sending video clips of their child doing the skill.”

Another challenge participants mentioned was the ability to assess their students accurately. Because of this concern, some mentioned that formal assessments either did not take place or procedures were altered due to the pandemic. In discussing the concerns of assessment restrictions, Carol explained that “initial evaluations are not being completed because the validity of the assessment instrument cannot be maintained virtually.” Adding onto this, Rob mentioned, “Collecting IEP data has presented some challenges or is often impossible for students receiving virtual instruction. For example, most goals are specific and unique to face-to-face environments.” Accuracy in assessment, specifically in terms of standardized assessments, becomes a concern when there are restrictions

on the environment in which a student is tested (Block et al., 1998; Horvat et al., 2019). Reliability and validity of assessment results can be uncertain and thus can affect programming decisions (i.e., eligibility, placement, IEP goals). As witnessed over the past year, many restrictions have created new challenges in assessment. For example, Samantha expressed, “We are not completing initial evaluations for adapted PE during the full distance learning model because the validity of the assessment cannot be maintained to the extent necessary to determine initial eligibility.”

Despite the erratic nature in which assessment took place, a unifying recommendation was the necessity of assessment in APE programs. Carol mentioned, “Assessment remains key for APE teachers, including formal and informal [standardized tools, progress monitoring procedures].” One method of ensuring that assessment data is conducted appropriately, despite the environment, is to apply Universal Design for Learning (UDL) principles (Lieberman et al., 2021). To apply UDL assessment practices successfully, teachers need to be strategic in planning their activities and provide options for collecting assessment information. Having options and providing flexibility offers numerous ways for students to demonstrate their learning along with allowing teachers alternatives to collect information outside of traditional standardized assessment methods. One way to equip APE teachers with knowledge and skills inherent in UDL assessment techniques is to provide opportunities through lesson planning and practical teaching experiences. Different types of UDL assessment opportunities include designing rubrics that allow for student choice in how learning is demonstrated, providing a variety of equipment options for students to use, and practicing using alternative assessment methods such as note cards, technology (i.e., iPads), videos, or pictures to gather information on what students can perform or understand (Lieberman et al., 2021). As Sally mentioned, “Assessment drives all that we do, so new APE specialists need to be familiar with this aspect of the job.” Therefore, teachers gathering information from a variety of sources coupled with giving students varied means to express knowledge helps preservice and practicing teachers make critical decisions.

Conclusion

The nature of the teaching profession is that it consists of changing and uncertain situations. When working with students with disabilities, APE teachers will encounter a diverse range of learners, interact with colleagues and parents, and integrate new and changing knowledge from professional learning into their teaching practices (Collie & Martin, 2016). Additionally, the COVID-19 pandemic presented new and unforeseen challenges during the 2020–2021 and 2021–2022 school years for all participants, regardless of the number of years of experience, especially performing instruction and assessment in an online environment (Lu et al., 2020; McNamara et al., 2021; Varea & González-Calvo, 2020). The views, experiences, and suggestions of the participants in this study are congruent with research concerning the need for teacher adaptability and flexibility (e.g., Collie & Martin, 2016; McNamara et al., 2021). The teaching profession is ever changing and teacher preparation programs need to develop and/or continue strong school district partnerships to stay up to date on current practices in PK–12 schools.

While the suggestions from the participants are not universal, teacher preparation programs must increase hands-on experiences and allow for interaction and collaboration between preservice teachers and other preservice special education providers (Piletic & Davis, 2019). Furthermore, after graduation, teachers need to pay continual attention to the importance of collaboration. Two participants suggested regularly seeking new knowledge. Anthony stated, “Always seek to learn from colleagues, students, and parents. Keep learning no matter how long you’ve been in the field.” Additionally, Rob mentioned, “In my opinion the best quality is to have a growth mindset. Never stop being a student.” Highlighting the need for program advocacy to facilitate APE teachers’ collaborative efforts, Lori stated, “Never feel like your position is secure. Attend the special education meetings, attend the IEP meetings, fight to give students in need the service they deserve.” Although teacher preparation programs can provide the first of many collaborative interactions for teacher candidates, APE teachers will continually need to hone their skill of working with other professionals (Friend & Cook, 2017).

There are a few limitations from this study. First, although the one-on-one follow-up discussions in this study allow for elaboration

tion of and substantiate written data, there is an alternative for data collection. A phone or video interview after return of the typed responses may enhance the personal connection between participant and author. Additionally, this study contains the perspectives of APE teachers who are primarily Caucasian, making the group homogeneous. Due to this lack of diversity, more research is needed for a better understanding of the generalizability of these results to APE teachers of underrepresented populations. Perspectives from general physical educators and other related services providers on the nature of collaboration during the COVID-19 pandemic with APE teachers are not included in this study, again limiting the generalizability of the results to other school-based professionals. Also, this study does not consider the impact of these altered instructional practices implemented because of the pandemic; a new or different instructional practice may not have necessarily been effective even though it was shared as a part of this study. Future research is needed for a better understanding of the effectiveness of virtual instruction on student learning, particularly for SWD.

To broaden the scope of the impact of COVID-19 within APE, future research that includes related service personnel as well as general physical educators is recommended. Last, due to the immense impact of the COVID-19 pandemic on the general activities of all teachers and students, we suggest investigating the perspectives of students' voices and perspectives as means to compare the impact of learning in a virtual setting and the impact of learning in a face-to-face setting.

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SPORT EDUCATION

Filipino Teachers' Favorable Experiences in Teaching Sports Track during the Transition Years of Philippine K-12

Steffany Anne C. Poblador and Ruben L. Tagare, Jr.

Abstract

The Philippine education system is undergoing a period of transition with the adoption of Republic Act 10533, generally known as the Enhanced Basic Education Act. Since the law's enactment in 2013, scholars in physical education have been researching the early impact of this change. Nonetheless, investigations on teachers' favorable stories and experiences in teaching the Senior High School's Sports Track program were woefully inadequate. As a result, this research used a qualitative phenomenology research design to elicit the favorable stories and experiences from these teachers. Participants from chosen schools in the Cotabato Province in the Philippines participated in focus groups, in-depth interviews, and extensive field observation. During the triangulation of the results, five noteworthy issues from the research participants emerged. These include having participative and kinesthetically intelligent learners, sports track competencies that correspond to the teachers' gained knowledge in college, teaching-learning that is more interactive, a curriculum that incorporates practical and hands-on activities, and an easier implementation of the curriculum. The data were used in the development of conclusions that served as

Steffany Anne C. Poblador, Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Ruben L. Tagare, Jr., Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Please send author correspondence to tagareruben@usm.edu.ph

implications for improvement of the Sports Track program's implementation in the Philippine Senior High School curriculum.

Ensuring the continued strength of the educational system in the Philippines is a key factor in promoting the country's overall development. Filipinos are encouraged to respect education as a reliable tool for speeding social progress, inspiring patriotism, and encouraging community development under the 1987 constitution of the Republic of the Philippines. These excerpts highlight the importance of education for Filipino citizens and demonstrate why education must be made available to everyone:

- “The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development” (Section 17, Article 2).
- “The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all” (Section 1, Article 14).
- “The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions” (Section 4, Article 14).
- “The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment” (Section 5, Article 14).

Despite the country's strong commitment to high-quality education, multiple indicators suggest Philippine education is in serious danger of declining. These indicators include students' performances on international comparative exams and an insufficient match between Filipino graduates' skills and competences and global industry needs. These signs stem from a lack of political support for fundamental changes; a weaker institutional atmosphere favorable to change; and rapid enrollment increase, resulting in overcrowded classrooms. Additionally, the emphasis of researchers is improve-

ment of the overall Philippine educational system, according to researchers (Sergio, 2012).

To address this issue fully, the legislative branch enacted Republic Act 10533, commonly known as the Enhanced Basic Education Act of 2013, which intends to strengthen the country's basic education offering by improving the curriculum and adding the necessary years for basic education. As a consequence, the school curricula have been completely updated and revised to better align its aims and goals with the needs of today's students. Additionally, physical education and health have also been upgraded to better suit the interests and needs of the learners as one of the courses offered in the basic education curriculum.

Physical education teachers, in comparison to other subject teachers, face a unique set of duties for ensuring students' academic performance. They were unusual because they were responsible for facilitating a learning process in an area of knowledge that promotes physical literacy among students and focuses on their performance in a variety of physical activities. Additionally, their extensive knowledge, talents, and experiences are essential to students' performance development because they act as the major source of information students acquire and use in their jobs (Baykara & Orhan, 2020).

Physical education teachers develop professionally when they work in a supportive atmosphere that enables them to offer a stimulating environment for the learning community while maintaining an awareness of their efficiency. This conduciveness requires the provision of adequate facilities and equipment, the assignment of acceptable workloads, the maintenance of institutional support, and the maintenance of a manageable class size filled with cooperative students (Richards et al., 2017). Although these characteristics are significant, physical education teachers, particularly in the Philippine setting, continue to encounter a variety of issues and tales related to them, particularly in light of the recently implemented K-12 curriculum (Rutkowska & Zalech, 2015).

As various scholars' research works highlight, the K-12 curriculum faces many challenges and issues. According to a 2019 Development Asia poll, the Philippine educational system struggled to meet the new curriculum's requirements, citing a variety of school-based deficiencies. Due to insufficient facilities and a teacher

shortage at the Senior High School, track and strand offerings were limited. Sports Track, a senior high school program that prepares students for careers in physical education or sports-related fields (Nucum, 2018) is one of the least-provided strands in the country. Due to institutional constraints on the availability of resources for track offerings, Sports Track is only available to schools with the financial means to invest in facilities, equipment, and infrastructure, leaving students with the option of competing for slots or choosing another track (Brilliantes et al., 2019). This incompatibility between the students' abilities and the sports program jeopardizes both the instructional effectiveness and the retention rate of physical education teachers (Agboola et al., 2014).

Physical education teachers now have new stories to tell as online classes have become the new norm in schools. Due to the closure of educational institutions to strengthen the implementation of social distancing measures due to the alarming cases of the COVID-19 pandemic, discussion and communication between teachers and students occurred in virtual classrooms and social media platforms. As a result, physical education teachers began utilizing technological tools for remote instruction, despite personal concerns about the effect of digital delivery of physical education on students (Varea et al., 2022).

In light of research identifying problems and challenges related to this research topic, this study documents the favorable stories and experiences of physical education teachers teaching in Sports Track during the Philippine K–12 transition years. This research conceptualizes to fill the void left by the absence of relevant studies examining positive experiences. This research establishes a connection between the stories and the experiences that shape the overall experiences of physical education teachers when they teach their subjects. Because physical education teachers are the primary facilitators of students' learning progress, their input is valuable in decision making for the holistic enhancement of the learning environment and experience.

Method

Design and Procedures

This study used a phenomenological qualitative design to accomplish its objective. Phenomenology derives the essence of a phe-

nomenon from the firsthand experience of an individual. Because it views human experience as an authentic mode of world interpretation, it is interested in describing and evaluating participants' basic information and perceptions about their involvement in a particular scenario or occurrence. Because this design aspires to comprehend their worldview, their perspective becomes a credible source of knowledge (Eddles-Hirsch, 2015).

Additionally, qualitative research using phenomenology aims to capture participants' social realities in their natural environment. This objective is attained through the use of in-depth interviews and focused group discussions, in which data are gathered and interpreted in terms of implicit meanings.

We obtained permission letters from multiple study locations and a signed informed consent contract from research participants. Following that, interviews were scheduled at participants' convenience. We were inspired by Virgilio Enriquez's *Makapilipinong Pananaliksik* (indigenous Filipino method in research introduced in 1975). The nonaggressive Filipino approach known as *pakikipagk-wentuhan* (casual conversation) inspired this style. For analysis and interpretation, all interviews were audiotaped and verbatim transcribed.

Participants and Materials

The primary participants in this study were physical education teachers who taught in Senior High School Sports Track at selected schools in the Philippines' Cotabato Province. The difficulties they encountered provided the essential information this study intended to extract using interview guide questions. As a result, this research made use of purposive sampling. According to Creswell (2009), this sampling technique assists the researcher in collecting data by choosing suitable participants who can contribute to a complete understanding of the study and its main point.

Analysis and Interpretation

Three steps were followed in analysis of the transcribed information: data reduction, data presentation, and conclusion formulation and verification.

Data reduction obtains the required information by filtering participants' replies and isolating the important and relevant concepts. The acquired data are subsequently converted into figures, tables, or conversations. Thematic analysis is a technique for classifying data and is used in the categorization of qualitative data. On the other hand, data display refers to the method in which ordered data are presented. This stage allows the flow of information from which the conclusion will be drawn. Finally, conclusions were drawn and confirmed. The conclusion picture described the major inputs identified in the study following their examination of their replies to the questions. Verification, on the other hand, strengthened the conclusion, allowing for reexamination of the evidence as many times as required until the needed confirmation was reached.

To ensure rigor and artistry in this qualitative study, we employed the Piantanida and Garman (2009) experiential-theoretic transition model was employed. The recounting of the participants' real experiences was undertaken at the start of the interpretation. Following a comprehensive discussion of the participants' experiences, iterative interpretations were offered on the basis of their remarks. Finally, ideas and studies were utilized for support of the data's interpretation. We avoided personal bias to retain the participants' real opinions and sentiments.

Results and Discussions

This section presents the participants' experiences, perspectives, and ideas as elicited during in-depth interviews and focus group discussions. Table 1 lists major themes, frequency of responses, and core ideas.

Table 1

*Physical Education Teachers' Favorable Stories and Experiences
in Teaching in Philippine Senior High School Sports Track*

Major theme	Frequency of responses	Core ideas
Sports Track learners are participative, hyperactive, and kinesthetically intelligent	Variant	Students are quick learners and active participants.
	Typical	Students are eager to acquire new abilities.
	Typical	Students are receptive to new activities.
	General	Students are hyperactive.
	Variant	Students are receptive and enthused.
	Variant	Students demonstrate kinesthetic intelligence.
	Variant	Students are relatively simple to train.
Teachers gained knowledge in college corresponds with Sports Track competencies	General	Teachers applied all of the knowledge they gained during their college years.
	Typical	Teachers are assigned to a special sports program.
	General	Teachers who have completed their specialization are oriented toward a sports-specific program.
	General	Teachers put what they've learned in their degrees into practice.

Table 1 (cont.)

Major theme	Frequency of responses	Core ideas
More interactive teaching-learning	Typical	Teachers are not perfect in their field so they also learn from their students.
	Typical	Teachers are experts in their field, but they also learn from their students through interactions during school activities.
	Typical	There is interaction between students and teachers during school activities.
	Typical	Teachers take pleasure in gaining knowledge from their students.
	General	Students also impart learnings to teachers.
	General	Teachers and students collaborate on learning
Sports Track curriculum incorporates practical and hands-on activities	General	Teachers and students practically collaborate on tasks or lessons.
	Variant	It focuses more on the realistic and practical aspects of teaching.
	General	It is more situational and hands-on instruction.
	General	It is more about experiential learning.
	General	They develop skills collaboratively through hands-on instruction student activities.

Table 1 (cont.)

Major theme	Frequency of responses	Core ideas
Easier implementation of Sports Track curriculum	General	The curriculum is excellent and quite simple to execute.
	General	The curriculum assists teachers in making their jobs easier.
	Typical	It is balanced, advocating for both the teacher and the student.
	Variant	The curriculum is beneficial in that it is segmented by specialization.
	Variant	The curriculum is geared toward students pursuing careers in sports.
	Typical	The curriculum assists students in preparing for careers as educators.
	Variant	The curriculum is excellent since it teaches students how to be successful in sports.
	General	In some ways, this is beneficial because they will not delve deeper into the things that will be taught because they are already included in the curriculum.
	Variant	The specialized program in sports focuses on a particular area of expertise.

Note. For frequency of response, “general” means the response was mentioned by 50% or more of the participants, “typical” means the response was mentioned by at least 25% but less than 50%, and “variant” means the response was mentioned by less than 25% of the participants.

Theme 1: Sports Track Learners Are Participative, Hyperactive, and Kinesthetically Intelligent

The first main theme consolidated the developing replies in which teachers reported their observations of students' performance in physical education. The participants identified a variety of elements that led to the students' enthusiasm.

Students' physical competence and social skills increased when the classroom environment encouraged them to participate actively and become productive (Bailey, 2006). Students' motivation to engage rose when the learning experiences were geared toward their areas of interest. As well, having the confidence to perform well in a task greatly correlated to an individual's functionality (Bray, 2013).

When participants were asked about their students' performance in class, the comments frequently referenced the students' diversity and lively personalities. Their propensity for active participation in theoretical conversations over passive participation was the cause behind this tendency. Teacher 13 and Teacher 6 shared similar sentiments:

I find them quite enthusiastic about learning not only inside the classroom, but also outside its walls. They are extremely kinesthetically active, preferring to undertake the task quickly, but we must first discuss the regulation before enforcing it. (Q1, T13)

They have varying preferences . . . It is important that your strategies include physical exercises that will actually move them. They cannot afford to be idle. They are enthused. (Q1, T6)

Additionally, the participants saw that the students' varied personalities did not interfere with their ability to have a positive learning experience. Rather than that, they cooperated with one another. Teacher 5 corroborated this, whereas Teacher 6 expanded on the concept:

And then for the learners, they're good because they are different from each other. Our students are diverse. (Q1, T5)

They are all diverse that's why they have different attitudes. However, they are still able to cooperate with each other, so most probably when it comes to learning their experiences are still wonderful. (Q1, T6)

This harmonic interaction between the students and the material provided for a seamless teaching experience for the participants. Teachers 2 and 12 conveyed this conclusion:

Most of them are quick learners. They can immediately grasp the lessons and apply them smoothly. (Q1, T2)

The majority of individuals enrolling in the sports track are athletes who have competed in both local and national meets. That is why training them is not tough, as they have already gained expertise during their elementary and junior high school years. (Q12, T12)

On the other hand, as confirmed by Teachers 5 and 6, the students' prior educational experience and kinesthetic intelligence significantly aided in the assimilation of the knowledge teachers disseminated:

I admire them simply because they are born with kinesthetic intelligence. Learning by doing—the majority of them are capable of performing the task at hand. (Q1, T5)

They cannot simply sit about, and I can tell they are more enthusiastic than the other strand courses. Indeed, their intelligence is kinesthetic. (Q1, T6)

It was obvious the students had an interest in physical education and sports, which contributed to their eagerness to learn. The teachers appreciated this willingness to learn:

Learners demonstrate a desire to acquire new abilities. They, too, are competitive, but some of them behave poorly. (Q1, T4)

In terms of learners, I am most impressed by their responsiveness and enthusiasm as I train them for their future careers. (Q1, T6)

Theme 2: Teachers' Knowledge Gained in College Corresponds With Sports Track Competencies

The second theme detailed the participants' experiences imparting personal knowledge about the subject to the students. They reported happiness with their working environment, owing to their good fortune in being assigned to disciplines in which they had specialized throughout their tertiary study. This environment helped them to further develop their knowledge, enhancing the effectiveness of the information they dispensed to students. Teachers 3's and 11's testimonies corroborated this implication:

I am extremely satisfied since I implemented all of the knowledge I gained during my college years. I put it into practice and shared it with my students. That is it. (Q2, T3)

In terms of application and teaching, as a graduate of physical education, it enables me to impart knowledge in my unique area of specialization, particularly in sports . . . Teaching Senior High School Sports Track allowed me to put what I studied in my degree into practice. (Q2, T11)

Additionally, they concentrated on examining the many tactics they employed to accommodate students' learning styles. To ensure the effectiveness of the selection, teachers needed to consider the relationship between the practical application and the core knowledge and abilities of physical education (Whittle et al., 2018). Fortunately, they accommodated to them well, as Teacher 2 confirmed:

In my seven years of teaching, I've learnt a great deal. One advantage is that I am capable of catering to a variety of different sorts of learners through the varied tactics I employ in class. It's wonderful that we can cater to them all. (Q2, T2)

Gilakjani (2012) stressed the important nature of these behaviors in achieving excellent learning outcomes. Apart from academic

proficiency, he believed that a teacher should be cognizant of what students already know, to choose the most effective teaching style.

Theme 3: More Interactive Teaching–Learning

The third theme was mutual learning between students and teachers. As noted, the students' enthusiasm and passion were intrinsically linked to the subject. This means they possess a level of literacy greater than that of a teacher whose credentials do not correspond to the allocated topic. This is a common occurrence in public schools, where hired teachers lack the necessary educational background for the subjects taught in Senior High School (Orbeta et al., 2019). To address this knowledge gap, respondents established an interactive environment in which students could exchange their perspectives and learn from one another. This method was demonstrated in the responses of Teachers 8, 6, and 10:

The positive experiences I've had while teaching are as follows: first, I've gained a better understanding of physical education because I didn't pursue it as a subject of specialization; second, I've gained exposure to new knowledge and skills when teaching this type of curriculum. In terms of the learners, I also gained a great deal of knowledge from them as a result of the very dynamic classroom environment. Because some of the learners are more knowledgeable than I am, I benefited from their expertise as well. (Q2, T8)

Therefore, if you teach sports, your instruction does not revolve solely around the four corners of the classroom. Additionally, there is excellent contact outside of the classroom in an actual physical activity. (Q#2, T6)

It is not just that we teach students, but students occasionally provide us with expertise in a particular discipline. When it comes to learners, there are some who are more knowledgeable than we are. (Q2, T10)

While participants experienced inconvenience as a result of the new curriculum, this issue resulted in increased student engagement as students were encouraged to communicate more with their teachers.

This inclusiveness facilitated feedback that benefited both the teachers' teaching performance and the learners' holistic competency (Bertills et al., 2019).

Theme 4: Sports Track Curriculum Incorporates Practical and Hands-on Activities

This theme highlighted hands-on teaching–learning practices that occurred during the implementation of teachings. While it was the teacher's obligation to guarantee that physical education contributed to the overall development of the students, the expected outcomes of the performances remained the learners' responsibility (Cloes, 2017). In accordance with this, Teacher 16 described their experience researching several genres within a given field, such as dance:

We provide material to students and then let them to study independently, as we encourage them to express themselves through hands-on activities. This is one of the curriculum's strengths. Apart from that, we provide an interactive environment in which we can all learn from one another. As the level of difficulty increases, we, as their teachers, become more adaptable. (Q2, T16)

According to the participants' comments, the practice resulted in the students becoming more adaptable and incredibly competitive. Teacher 16 explained that the Sports Track curriculum pushed students to explore many genres of dance and sports and to hone their talents to compete at the highest level. Students were instilled with the ability to be adaptable and productive.

Our students are exceptionally adaptable. They can pick up any kind of dance through hands-on exercises . . . Our students become extremely productive and globally competitive as a result of the sports track curriculum. (Q2, T16)

Additionally, participants mentioned the subject's practicability, owing to their involvement in situational-based learning, where they acquired skills to apply in real life. Teachers 9 and 12 listed the physical activities in which they collaborated with their students:

The positive experiences I've gained or experienced on the Sports Track are that it's more realistic, situational, practical, and hands-on. (Q2, T9)

The positive experiences I've had while teaching are all hands-on. [Students] acquire knowledge from their experiences. We practice drills, conduct joint research, and then apply what we've learned. We work one-on-one with my players and, of course, they learn via experience, which is the best part of teaching. (Q2, T12)

According to the participants' statements, incorporating cooperative learning into the teaching technique resulted in an increase in students' productivity in terms of academic and physical performance. This strategy encouraged students to use their cognitive abilities to communicate and do tasks, allowing them to actively absorb information (Lee, 2014).

Theme 5: Easier Implementation of Sports Track Curriculum

This theme assessed the Sports Track program's curriculum. One of the components of high-quality physical education is an effective curriculum that molds students holistically and successfully assesses their performance through the establishment of criteria that define their rate of growth (Centers for Disease Control and Prevention, 2010). Given that the subject's objective is to execute interventions that accomplish its stated objective, it is important to ascertain whether the intervention is helpful for both teachers and students (Starc & Strel, 2012).

Participants believed the program was well balanced. It contained material that was appropriate for the students' level and a streamlined content that relieved the teachers of the burden of determining the order of lessons. The responses of Teachers 5, 4, and 10 reflected this:

Because the curriculum is changeable, it benefits us teachers. As a result, we no longer struggle as much with determining the order of the classes we want to offer to the students. (Q2, T5)

According to the curriculum, it is somewhat appropriate for the students' current level. I believe it is in some way pro-students. (Q2, T4)

In terms of curriculum, because we deal with a variety of sports, it serves as our bible, our foundation, and our guide. It is well-balanced and straightforward to implement. (Q2, T10)

Additionally, the curriculum was developed to fulfill the needs of both students and teachers. To begin, it focused on the academic and physical growth of students and prepared them to become better professionals in their chosen sport or field. Teachers 7 and 9 reviewed the curriculum's suitability for the students' information consumption, whereas Teacher 11 discussed the subjects presented in the program:

The curriculum is good; it is tailored to student-athletes who demonstrate true athletic ability. That is the most enjoyable aspect of the curriculum. (Q3, T7)

In terms of curriculum, it emphasizes specialized areas and gives opportunities for lifelong learning. (Q2, T9)

There are classes that prepare students to become future educators, such as basic sports psychology, how to interact with players, and how to identify the athletes' requirements, among others. It teaches them what they need to do to improve as coaches and players. (Q2, T11)

Additionally, the curriculum was capable of enhancing the students' current status. It enabled them to receive specialized training in the various physical activities they studied. Teachers 15 and 6 confirmed this:

The curriculum is excellent because it teaches them how to be good athletes and citizens. It's tough in a way because the majority of students on the Sports Track are really hyperactive. (Q3, T15)

The curriculum is excellent. What's great about athletics track is that it allows students to grow. Additionally, it served as a platform for students to choose from if they were not attracted toward other scales such as linguistics or logic. It enables students who are kinesthetically intelligent to succeed.”(Q3, T6)

Finally, the curriculum provided teachers with opportunities to expand their expertise to provide a higher level of physical education to their students. Teacher 13 expanded on this situation:

The positive experience that I have had as a result of the curriculum is that teachers were given time to attend seminars; for example, in athletics, they were sent to seminars and we learned the fundamental laws and regulations as well as the many sporting honors. (Q2, T13)

Conclusion

This study shows teachers' expressions of gratitude for their positive experiences of teaching Sports Track in Senior High School in the Philippines. This includes their observations of the curriculum, the school administration's management and support, and the students. The study increases understanding of the relationship between these factors and teachers' ability to maintain the effectiveness of their pedagogical content knowledge. This is important for preserving the quality of education as teachers in the Philippines continue to adjust and adapt to the system's recent paradigm.

Thus, this study implies that teachers should work in an environment conducive to professional growth, in which they can interact with competitive learners and receive adequate institutional support for training and physical activity.

Additionally, this study concludes that students on the Sports Track have multiple intelligences with a remarkable predominance in kinesthetic intelligence. Evidence for this comes from their hyperactive personalities, participative behaviors, and ability to develop a sense of versatility throughout the learning process. Additionally, their capacity to grow collectively as they develop the skills necessary to excel in a variety of competitions demonstrates the efficacy of a hands-on teaching-learning process. As a result of these observa-

tions, it may be concluded that instructional tactics should promote active participation and interaction in the learning environment.

Another conclusion from this study is the advantage conferred on physical education teachers by their postsecondary degree-based competencies in teaching specialized and applied courses. It is simpler to implement the Senior Sports Track Curriculum when teachers have broad knowledge and experience in many settings of physical education as a foundation. This allows teachers to focus on further developing their skills and proficiency to fulfill the learning demands of the students.

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SPORT EDUCATION

Cultivating College Students' Motivation in Physical Education Through Sport Education Model in COVID-19 Era: A Prospective Cohort Study

Longxi Li, Michael Louis, Michelle E. Moosbrugger

Abstract

This study aimed to investigate the effectiveness of implementing the Sport Education Model on college students' well-being and motivation in physical education (PE) during the COVID-19 pandemic. Healthy college students (49.8% female; 50.2% male; $N = 255$; $M_{age} = 18.87 \pm 0.92$ years) were recruited from two waves of data collection. The experimental group ($n = 130$) was enrolled in courses that implemented the Sport Education model. Comparisons were made to the control group ($n = 125$), which was enrolled in courses with direct instruction. Both groups engaged in a 15-week face-to-face intervention. Student motivation, goal orientation, perceived climate, self-efficacy in exercise, perceived stress, and psychological distress were measured through an omnibus electronic questionnaire at pre- and posttest. A series of 2 (group) \times 2 (time) mixed factorial multivariate analyses of variance and analyses of variance with follow-up post hoc analysis demonstrated small-to-moderate effects for the intervention. Intrinsic motivation (interest enjoyment and effort importance), task orientation, and task-involving climate significantly increased from pre- to posttest in the Sport Education group. Mental wellness improved, and psychological

Longxi Li, Center for Leadership in Athletics, University of Washington. Michael Louis, Department of Physical Education, Springfield College. Michelle E. Moosbrugger, Physical Education and Health Education Department, Springfield College. Please send author correspondence to mmoosbrugger@springfieldcollege.edu

distress symptoms and perceived stress decreased significantly from pre- to posttest for both groups. The findings demonstrate the effectiveness of implementing Sport Education in creating a student-centered, task-involving climate and cultivating college students' motivation in PE. Engaging in face-to-face PE sessions is likely to improve college students' well-being in COVID-19 era.

Accumulating evidence shows that students transitioning into higher education are at risk due to significant declines in physical activity (PA) participation (Centers for Disease Control and Prevention, 2016) and motivation in physical education (PE; Mowling et al., 2004) and increases in sedentary behavior (Caletine et al., 2017) and screen time (Wu et al., 2015). The current issue facing physical educators is how to motivate students for PA through PE. Sport Education is an instructional model that aims to provide positive motivational climates and emphasize student-centered learning (Metzler, 2017; Siedentop et al., 2019). Research support for the Sport Education model is encouraging; however, effects on college student motivation and the motivational climate are not well understood. Particularly during the COVID-19 era, college students are experiencing a sense of social isolation, lack of motivation in PA, and increased mental health issues, leading to burnout (Li et al., 2021). The aim of this study is to investigate the effectiveness of Sport Education on college students' motivation, self-efficacy in PE, and well-being during the COVID-19 pandemic.

Sport Education as Playful Competitions

As specified by Siedentop (1980), PA and PE can facilitate achievement of physical, social, moral, and mental goals. Aligning with his philosophical standpoint, the primary focus of Sport Education is “to educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspeople” (Siedentop, 2002, p. 4). The underpinning of Sport Education is play theory or play education with sport as a form of play and a process of how people come to learn and participate in the physical culture (Siedentop & van der Mars, 2012). According to Siedentop et al. (2019), as “an institutional form of play,” sport is highly structured governance with a set of rules to ensure fair and playful competitions (p. 14). Authentic sport experience is the

heart of Sport Education, which also takes seriously the need to help students understand and appreciate the rituals and conventions of various activities and to understand the differences between good and bad sport practices (Siedentop et al., 2019). Playful competitions are strengthened through developing and sustaining small diverse learning groups, also known as teams in Sport Education. Students take various roles and responsibilities to contribute to the team success. According to Cohen and Lotan (2014), delegating authority empowers students to be responsible for specific parts of their work; an attractive feature of Sport Education is the autonomy given to students. Because all competitions in Sport Education are among teams, “this pursuit of competence provides motivation for all students and can enhance learning and self-esteem” (Siedentop et al., 2019, p. 15). The cooperative learning environment in Sport Education also favors students’ personal and social development as contributing to the ultimate goal of developing literate, enthusiastic sportspersons. When students have positive sport experiences in Sport Education, they may extend their participation and engagement from PE to a future self-determined physically active and healthy lifestyle.

Sport Education and Motivation

Motivation in PE is pivotal to furthering student learning outcomes and promoting out-of-school exercise (Tomczak et al., 2020). According to Deci and Ryan (1985), the infrastructure of self-determination theory (SDT) is associated with motivational mechanisms that individuals use while participating in PA. The theory can underpin Sport Education, which aims to empower students with achievement goals in motivational environments. The positive impact of Sport Education is evident in studies on motivation and positive development of school-aged youth (see Cuevas et al., 2016). Support for basic psychological necessities (competence, autonomy, and relatedness) encourages more self-determined levels of motivation, especially intrinsic motivation (Cuevas et al., 2016; Romar et al., 2018). Hence provision of a playful and motivational climate where students’ stated needs are supported reinforces their self-determined behavior in Sport Education sessions. Observable correlations exist between the goal orientation component and the intrinsic motivation component of Sport Education (Tomczak et al., 2020). Using different dimensions of motivation to focus on underlying motivations for

an individual's behavior, "an ego orientation represents an internally controlling state that can undermine intrinsic motivation, whereas a task goal orientation represents a state in which individuals derive pleasure from participation," which facilitates intrinsic motivation (Chin et al., 2012, p. 152). Briefly, task orientation encourages intrinsic drive, whereas ego orientation encourages extrinsic motivation.

In addition, individuals' motivation can be influenced considerably by the motivational climate (Weinberg & Gould, 2003). A task-involving climate is an environment perceived to involve positive reinforcement of effort, improvement, and cooperation; an ego-involving climate is an environment perceived to reinforce social comparison, competition, and punishment for mistakes (Newton et al., 2000). Research assessing the relationship between goal orientations and motivational climate in collegiate PE is limited, but initial research suggests that the perceived motivational climate influences goal orientations, with a mastery climate leading to a task orientation and a performance climate leading to an ego orientation (Gencer & Öztürk, 2018). Therefore, it is necessary to assess students' intrinsic motivation, goal orientations, and motivational climate in Sport Education not only as separate constructs but also as interdependent variables.

Sport Education in The Present Study

This study presents novel features not found in prior studies. Noteworthy, studies analyzing motivation and goal climate related to Sport Education are extensive in K-12 education. Studies with a focus on student perceptions and motivations in PE with adequate sample size and a rigorous study design can fill the gap in the literature and provide more knowledge on implementing Sport Education in college environment. This study replicates and extends much of the Spittle and Byrne (2009) study by utilizing a 15-week intervention and examining the Sport Education model's influence on other closely related psychological factors, such as exercise self-efficacy. In addition, with the global COVID-19 pandemic, college students experience social isolation, life pressure, and high-intensity online learning and thus severe mental health consequences (Li et al., 2021). Because a foundational purpose of PE is to educate the whole person with improved physical and mental wellness, we measure students' well-being and aim to provide strategies to this serious social issue

from the perspective of PE. Along this line of consideration, to further explore Sport Education in a college context, the purpose of this study is to investigate the effectiveness of implementing the model on students' motivation, exercise self-efficacy, and well-being in the COVID-19 era.

Three hypotheses are proposed: First, students would, after the intervention, experience improvements in intrinsic motivation (interest enjoyment, perceived competence, and effort importance), task orientation, and the task-involving motivational climate, combined with reductions in tension pressure, ego orientation, and ego-involving motivational climate; second, students were expected to have increased exercise self-efficacy; and third, these students would exhibit less psychological distress symptoms and lower perceived stress in a Sport Education condition than in a Direct Instruction condition.

Method

Participants

A 4-year coeducational university in the Northeastern United States was selected as the research site. Participants of study were healthy college students ($N = 255$, $M_{\text{age}} = 18.87$, $SD_{\text{age}} = .92$) who enrolled in wellness and physical literacy or PE courses. The Sport Education model implemented units (experimental group) included net/wall games (45.7%) and invasion games (54.3%); Direct Instruction units (control group) included net/wall games (12.1%), track & field (3.1%), target games (10.3%), striking games (11.6%), and fundamental level exploring wellness through movement (65.9%). The courses were part of the instructional program for the general student population; students selected the courses to satisfy general education requirements. A prospective cohort study, with a quasi-experimental design, was implemented, in which experimental and control group were repeatedly measured before and after the intervention (Caruana et al., 2015). Intact sampling was employed; intact groups consisted of 25 students who registered for the same course. Validity of results from was determined by the process by which the group was formed (Schoonenboom, 2016). Participants were blinded on which instructional model would be implemented before pretest. Participants who dropped out or did not complete the

questionnaire at posttest thus were not included in the analysis (the recruitment process is attached in Appendix A). Given that initial group size and participant characteristics were critical to a rigorous design, we screened the data, and essentially equal sample sizes, gender, and ethnicity were demonstrated across groups (Table 1). After ethical approval was obtained from the college Institutional Review Board (IRB), participants electronically signed informed consent immediately before enrollment in the study.

Table 1
Participant Characteristics Listed by Group (N = 255)

Characteristic	Condition		<i>t</i> / χ^2	<i>df</i>	<i>p</i>
	Experimental	Control			
Gender (female/male)	66/64	61/64	0.10	1	.75
Ethnicity ^a	-	-	8.70	4	.07
Student athlete (SA/NSA)	55/75	56/69	0.16	1	.69
Age, year (<i>M</i> ± <i>SD</i>)	18.67 ± 0.63	19.07 ± 1.11	3.50	253	< .001
Exercise/day, hr (<i>M</i> ± <i>SD</i>)	1.61 ± 1.14	1.59 ± 1.04	0.86	253	.39

Note. SA = self-reported as a student athlete; NSA = self-reported as a non-student athlete.

^a Ethnicity was determined via self-report including (%) African American (5.9), Asian/Pacific Islander (4.3), Caucasian/White (82.4), Latino (6.3), Prefer not to Respond (1.2) across Sport Education Model (Experimental) and Direct Instruction (Control) groups.

Procedure

Two waves of data collection were conducted in Spring (January–May) and Fall (September–December) semesters 2021. Participants completed the pretest measures at the first week of the semester. Electronic questionnaires were generated on Qualtrics (Seattle, WA: Qualtrics International), enabling paperless data collection, minimizing the cross-contact risk in COVID-19. Instructors who enrolled in this study were provided a quick response (QR) code a week before the semesters began. Accordingly, instructors assigned 15 to 20 min in a session; students scanned the code and completed the psychometric battery individually on their own mobile devices (cell phone, tablets, etc.). The posttest measures were completed in

the last academic week via the same format in each condition. In addition to time, the second grouping variable was condition.

Conditions

The Sport Education condition (experimental) was compared with a traditional teacher-led instruction (control), also known as Direct Instruction (Metzler, 2017). We did not assign the instructors and ensured the fidelity of implementation of the pedagogical models in two ways. First, instructors were trained in a pre-semester, 1-day workshop with a focus on effectively implementing instructional models in their sessions, and second, learning objectives and student outcomes were predetermined at the department level and were consistent across all Sport Education vis-à-vis the Direct Instruction sessions. Instructors had an average of 3 years of prior experience teaching in PE and health education; those implementing Sport Education had taken coursework on the model at the undergraduate or graduate level and had access to Sport Education resources.

Sport Education

Participants in the experimental group were exposed to a 15-week face-to-face teaching format that consisted of either two 75-min or three 50-min sessions per week. Sport Education sessions were designed on the basis of Siedentop et al.'s (2019) six distinctive features: seasons, affiliation, formal competition, record keeping, festivity, and a culminating event. Sessions followed a three-phase format. The initial phase (Week 1–3) was largely teacher directed with skill assessment and development used for presenting the model, selecting roles, and introducing and developing fundamental sport skills. Instructors decided on the number of teams that would participate in the Sport Education season and the students were then asked to nominate a selection panel. Combining with skill assessment, the student selection panel and the instructor then selected and matched mixed-ability teams. Within teams, students selected individuals to undertake certain roles, such as captain, coach, player, referee, and journalist. In the second phase (Week 4–7), teams conducted warm-up games, skill drills, and team-led practice. Within each team, students gained hands-on experiences and deeper understanding of their role responsibilities and closely collaborated with teammates in preparation for the next phase. Largely student-led,

teams explored and planned for integration of physical and intellectual wellness practices to improve individual performance, tactical knowledge, and team interactions. The final phase (a week before midterm) included a festive event. Students served in various roles in the competition and celebration of a championship. In the second half of the semester, the whole class switched to a second student-selected sport within the identified game category; the same procedure was followed as in the previous season.

Control Condition

The control group engaged in Direct Instruction sessions in which the teacher acted as “the sole instructional leader who [took] all the decisions on content development, class management and student engagement patterns” (Pereira et al., 2016, p. 569). Identically, the control group participated in the 15-week face-to-face teaching format that consisted of either two 75-min or three 50-min sessions per week. Weekly format included content delivery, movement application, and assessment via individual and group reflection. Following the conventions of the Direct Instruction model, instructors were neither implementing Sport Education nor other instructional models in the class, which was organized as teacher-directed PE sessions throughout the semester. Instructors applied whole-group instruction. Students were neither selecting nor responsible for roles such as coach and player.

Measures

At pre- and posttest, participants’ general demographic information, intrinsic motivation, goal orientations, perceived motivational climate, exercise self-efficacy, and well-being were collected through validated psychological instruments.

Intrinsic Motivation

Intrinsic motivation for sport and PE was measured via the 18-Item Intrinsic Motivation Inventory (IMI; McAuley et al., 1989), a scale widely tested in use with adolescents in PE (Goudas & Biddle, 1994). Considering there was more than one sport implemented across groups, instead of one specific sport (e.g., basketball, volleyball, tennis), items were reworded with the word “sport” with a highlight in the directions that “sport in the following statements

refer in particular to the sport[s] in your PE session”. Four underlying dimensions of intrinsic motivation consisted of “I enjoyed this class very much” (interest enjoyment), “I am satisfied with my performance at this sport” (perceived competence), “I put a lot of effort into this class” (effort importance), and “I felt tense while playing the game” (pressure tension). Participants responded on a 5-point Likert scale from 1 (*very strongly disagree*) to 5 (*very strongly agree*). The negatively worded questions ($n = 4$) were reverse scored.

Goal Orientations

Goal orientations were assessed via the 13-item, two-factor Task and Ego Orientation in Sport Questionnaire (TEOSQ), which showed adequate validity and reliability in previous studies (Magyar et al., 2004). Participants were requested to think of their individual experience in their PE sessions. Two subscales consist of seven task-related and six ego-related items reflecting the definitions of success in the class. For example, “I feel most successful in sport when I learn something that is fun to do” (task orientation) and “I feel really successful in this PE session when the others can’t do as well as me” (ego orientation). Participants indicated their degree of agreement on a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*).

Perceived Motivational Climate

The Perceived Motivational Climate Questionnaire in Sport-2 (PMCSQ-2) was used in the assessment of students’ perception of motivational climate in the PE sessions (Newton et al., 2000). The 33-item PMCSQ-2 consisted of two higher-order scales (task- and ego-oriented climates) showed acceptable validity and reliability (Zurita Ortega et al., 2018). Participants were asked to think about what it was like participating in their PE session. For example, in this PE class, “students are encouraged to work on their weaknesses” (task-involving climate) and “students are encouraged to outplay the other students” (ego-involving climate). Participants rated the climate on a 5-point Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*).

Exercise Self-Efficacy

The 18-item Exercise Self-Efficacy Scale (ESS; Bandura, 1997) was originally developed to assess belief in a person’s ability to continue exercising. Participants thought about several situations in which it

could be difficult to adhere to an exercise routine and scored how certain they were to perform their daily exercise routine regularly. Situations can be categorized into three subscales: situational/interpersonal factor (e.g., “when there are other interesting things to do”), competing demands (e.g., “if I don’t reach my exercise goals”), and internal feeling (e.g., “when I am feeling anxious”). Each item had a 100-point percentage scale (10-point increments), ranging from 0% (*cannot do at all*) to 100% (*highly certain can do*). Overall, in IMI, TEOSQ, PMCSQ-2, and ESS, total strength for each subscale was then calculated via a sum of the ratings divided by the total number of items in the subscale.

General Health

The 12-item General Health Questionnaire (GHQ-12) was used in the assessment of psychological distress or the severity of a mental problem over the past few weeks (Hankins, 2008). On a 4-point Likert-type scale, from 0 (*never*) to 3 (*always*), a total score ranging from 0 to 36 was commonly reported and calculated via addition of each item together. There are three subscales: social dysfunction (e.g., “felt constantly under strain”), anxiety (e.g., “feeling unhappy and depressed”), and loss of confidence (e.g., “thinking of self as worthless”). The positively worded questions ($n = 6$) were reverse scored. The higher overall score indicated worse mental health.

Perceived Stress

The 10-item Perceived Stress Scale (PSS), a global stress assessment instrument (Cohen et al., 1983) with ten 5-point Likert-type questions on a scale from 0 (*never*) to 4 (*always*), was used in the measurement of the perception of experienced stress by the participants over the past month (AlAteeq et al., 2020). The PSS was validated empirically mostly in college populations (Lee, 2012). Participants were asked about their feelings and thoughts in the last month (e.g., “How often have you felt that you were unable to control the important things in your life?”). Positively stated items scores ($n = 4$) were obtained via reverse responses and then a sum across all scale items. Scores ranging from 0–13, 14–26, 27–40 were considered as low, moderate, and high perceived stress, respectively.

Data Analysis

A priori power analysis was implemented on the statistical program G-Power 3.1 and through this the minimum number of participants ($N = 128$) determined, with the assumptions of moderate effect and 80% of power (Faul et al., 2007). Data were analyzed by four 2 (condition) \times 2 (time) mixed-factorial multivariate analyses of variance (MANOVAs) for subscales of IMI, TEOSQ, PMCSQ-2, and ESS, respectively, and two univariate analyses of variance (ANOVAs) for the overall score of GHQ-12 and PSS, respectively. In line with the previous studies with a similar design, follow-up univariate mixed-factorial ANOVAs were conducted as the post hoc analysis for further examining significant effects and testing the hypothesis (Mosewich et al., 2013). Significant interactions were followed up with a simple effect test for examination of differences between conditions at tests; main effect was examined via comparison of mean differences if no significant interaction was detected. The effect sizes were also determined in MANOVAs and ANOVAs via partial eta squared (η_p^2), interpretation as small ($\eta_p^2 < 0.01$), medium ($\eta_p^2 = 0.022-0.059$), and large ($\eta_p^2 > 0.083$); Cohen's d was reported in estimating of the magnitude of the difference between the two means, interpretation as small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$) on the basis of benchmarks from Cohen (1988). Outliers were identified and removed with a Z score either greater than 3.29 or smaller than -3.29. Alpha level was set at .05. Data analysis was performed via IBM-SPSS software (version 28.0; Armonk, NY: IBM Corp).

Results

A priori data screening ensured that missing data and outliers were removed and basic assumptions including univariate and/or multivariate normality, homogeneity of variance, intercorrelation were assumed. All instruments showed the acceptable-to-excellent internal consistency with Cronbach's alpha ranging from .71 to .96. Table 2 provides a summary of the descriptive and inferential statistics (Appendices B & C show line graphs).

Table 2

Means and Standard Deviations for Sport Motivation, Motivational Climate, Self-Efficacy in Physical Education, and Well-Being in COVID-19 for the Sport Education (Experimental) and Direct Instruction (Control) Groups (N = 255)

Variable and group	Pretest			Posttest			<i>p</i>	η_p^2
	<i>M</i>	<i>SD</i>	α	<i>M</i>	<i>SD</i>	α		
Intrinsic motivation								
Interest enjoyment								
Experimental	2.00	0.65	.80	2.11	0.72	.82	.013	0.024
Control	1.90	0.61		1.77	0.69			
Perceived competence								
Experimental	2.14	0.70	.82	2.06	0.64	.79	.926	0.000
Control	2.01	0.68		1.92	0.66			
Effort importance								
Experimental	1.79	0.64	.73	2.09	0.72	.74	.019	0.022
Control	1.80	0.59		1.86	0.68			
Tension pressure								
Experimental	3.66	0.85	.74	3.60	0.82	.71	.123	0.009
Control	3.60	0.87		3.77	0.86			
Goal orientation								
Task orientation								
Experimental	1.58	0.59	.95	1.82	0.69	.95	.010	0.026
Control	1.64	0.65		1.60	0.63			
Ego orientation								
Experimental	2.66	0.93	.92	2.75	0.99	.93	.390	0.003
Control	2.71	0.95		2.67	0.97			
Perceived motivational climate								
Task-involving climate								
Experimental	3.81	0.99	.96	4.15	0.88	.96	.035	0.018
Control	3.83	0.93		3.86	0.96			
Ego-involving climate								
Experimental	1.88	0.67	.95	1.98	0.68	.95	.309	0.004
Control	1.61	0.56		1.61	0.61			

Table 2 (cont.)

Variable and group	Pretest			Posttest			<i>p</i>	η_p^2
	<i>M</i>	<i>SD</i>	α	<i>M</i>	<i>SD</i>	α		
Exercise self-efficacy								
Situational/interpersonal								
Experimental	59.21	19.54	.86	60.97	21.82	.90	.340	0.004
Control	61.23	20.17		60.10	20.87			
Competing demands								
Experimental	58.52	19.56	.85	60.16	20.56	.89	.090	0.011
Control	61.77	19.01		58.01	20.55			
Internal feelings								
Experimental	62.43	20.81	.90	57.75	20.39	.89	.241	0.005
Control	60.69	21.60		59.71	21.50			
Psychological distress								
Experimental	2.23	0.38	.72	2.10	0.51	.85	.139	0.009
Control	2.17	0.40		2.15	0.51			
Perceived stress								
Experimental	28.08	6.66	.82	25.74	7.02	.82	.208	0.006
Control	28.32	6.94		27.51	6.86			

Note. The *p* value refers to post hoc univariate ANOVAs on the Test \times Condition interaction in subscales. The partial eta squared is the effect size of post hoc univariate ANOVAs. GHQ-12 and PSS were reported as sum across all scale items.

Changes in Intrinsic Motivation

Significant mean vectors were found between the experimental group and the control group across the four subscales in IMI: interest enjoyment, perceived competence, effort importance, and tension pressure, Wilks's $\Lambda = .947$, $F(4, 250) = 3.48$, $p = .009$, with a medium effect size, $\eta_p^2 = .053$. In the follow-up post hoc analysis, significant interactions were found in interest enjoyment, $F(1, 253) = 6.33$, $p = .013$, $\eta_p^2 = .024$, effort importance across groups, $F(1, 253) = 5.57$, $p = .019$, with a medium effect size, $\eta_p^2 = .022$. In the simple effect tests, the experimental group ($M = 2.11$, $SD = 0.72$) had a significantly higher interest enjoyment than the control ($M = 1.77$, $SD = 0.69$) at posttest, $t(253) = 3.94$, $p < .001$, with a small to medium effect

size, $d = 0.48$. The experimental group ($M = 2.09$, $SD = 0.72$) had a significantly higher effort importance than the control ($M = 1.86$, $SD = 0.68$) at posttest, $t(253) = 2.62$, $p = .01$, with a small to medium effect size, $d = 0.33$. No significant interaction and main effect were found between the experimental group and the control group at pre- and posttest in perceived competence and tension pressure ($ps > .05$).

Changes in Goal Orientations

Significant mean vectors were found between the experimental group and the control group across two subscales in TEOSQ: task orientation and ego orientation, Wilks's $\Lambda = .973$, $F(2, 250) = 3.45$, $p = .033$, with a medium effect size, $\eta_p^2 = .027$. In the post hoc analysis, significant interactions were found in task orientation across groups, $F(1, 253) = 6.79$, $p = .01$, with a medium effect size, $\eta_p^2 = .026$. In the simple effect test, the experimental group ($M = 1.82$, $SD = 0.69$) had a significantly higher task orientation than the control ($M = 1.60$, $SD = 0.63$) at posttest, $t(253) = 2.72$, $p = .007$, with a small to medium effect size, $d = 0.33$. No significant interaction and main effect were found between the experimental group and the control group at pre- and posttest with response to ego climate ($ps > .05$).

Changes in Motivational Climate

No significant mean vectors were found between the experimental group and the control group across two subscales in PMCSQ-2: task-involving climate and ego-involving climate, Wilks's $\Lambda = .979$, $F(2, 250) = 3.45$, $p = .066$, with a small effect size, $\eta_p^2 = .021$. In the post hoc analysis, significant interactions were found in task-involving climate across groups, $F(1, 253) = 3.06$, $p = .035$, with a small effect size, $\eta_p^2 = .018$. In the simple effect test, the experimental group ($M = 4.15$, $SD = 0.88$) had a significantly higher task climate than the control ($M = 3.86$, $SD = 0.96$) at posttest, $t(253) = 2.03$, $p = .012$, with a small to medium effect size $d = 0.31$. No significant interaction and main effect were found between the experimental group and the control group at pre- and posttest with response to ego climate ($ps > .05$).

Changes in Exercise Self-Efficacy

No significant mean vectors were found between the experimental group and the control group across three subscales in ESS: situational/interpersonal factor, competing demands, and internal feelings, Wilks's $\Lambda = .980$, $F(3, 251) = 1.73$, $p = .16$, with a small effect size, $\eta_p^2 = .020$. In the post hoc analysis, neither significant interaction nor main effect was found across subscales ($ps > .05$).

Changes in Well-Being

No significant interaction was found ($p > .05$) between the experimental and the control conditions at pre and posttest with response to well-being; participants scored significantly lower psychological distress symptoms at posttest ($M = 26.42$, $SD = 4.66$) than pretest ($M = 25.55$, $SD = 6.10$), $t(254) = -2.03$, $p = .043$, with a small effect size, $d = 0.16$. Intriguingly, a significant interaction was found between time and group with response to social dysfunction, $F(1, 253) = 5.63$, $p = .018$, with a medium effect size, $\eta_p^2 = .022$. No significant mean difference ($p > .05$) was found between tests in the control group. Participants in the experimental group had a significantly lower level of social dysfunction at posttest ($M = 2.03$, $SD = 0.51$) than pretest ($M = 2.21$, $SD = 0.53$), $t(253) = 3.19$, $p = .002$, with a small to medium effect size, $d = .36$. No significant interaction was found ($p > .05$) between the experimental and control conditions at pre and posttest with response to perceived stress; students scored significantly lower perceived stress at posttest ($M = 28.20$, $SD = 6.79$) than pretest ($M = 26.63$, $SD = 6.98$), $t(254) = -2.60$, $p = .01$, with a small to medium effect size, $d = 0.23$.

Discussion

The results of this study suggest that successful implementation of Sport Education increases student enjoyment and collaboration in class along with cultivating motivation in PE. Undergraduate students who participate in Sport Education perceive higher task-involving climate and demonstrate improvements in intrinsic motivation and task orientation in sport and PA aligning with the outcome of developing competent, literate, and enthusiastic sportspeople. With beneficial emotional effects on students' active involvement in PA and sports, Sport Education enables facilitation of motivation,

autonomy, and social interactions for college students while helping them develop teamwork and interpersonal skills of responsibility, respect, and compassion (Fraguela-Vale et al., 2020; Liang et al., 2016). With Sport Education, students experience further support of their effort and grow in competence and relatedness in a student-centered and playful class atmosphere. In this way, the college students have significant latitude in decisions, which supports autonomy (Bebeley et al., 2017; Perlman & Goc Karp, 2010; Wallhead et al., 2014). Furthermore, the necessary engagement between students throughout these activities empowers them to strengthen relatedness and sociability (Carlson & Hastie, 1997). Social learning and student empowerment may be augmented through use of the Sport Education, and it appears that if a student feels they have greater control over the perceived outcomes of a unit, intrinsic motivation may simultaneously increase.

This study also shows that students in Sport Education have more of a task orientation, which is indicative of using self/team-referenced goals on the basis of learning or task mastery. With stronger task orientation, students are more likely to select and persist at challenging tasks because they value the effort to attain new skills. A progressive task orientation represents a flow in which students derive from Sport Education pleasure that facilitates intrinsic motivation. Accordingly, individual's goal orientation can impact intrinsic motivation and likewise couple with the perceived motivational climate (Roberts, 2001; Yang & Dong, 2017). Compared to direct instruction, Sport Education more sufficiently fulfills students' basic psychological needs in a unit, which aligns with previous research (Cuevas et al., 2016). This study's results are consistent with evidence in school-aged youth (Spittle & Byrne, 2009) that students who enroll in courses with Sport Education perceive task-involving climate, develop higher task orientation toward sport, and improve intrinsic motivation. In line with Siedentop (2002), Sport Education aims to provide positive motivational sport experiences in PE, fostering the task-involving climate for students by simulating the features of authentic sport.

When students participate in Sport Education, their views of competence tend to improve (Siedentop et al., 2019; Spittle & Byrne, 2009) and their self-efficacy in exercise and PA is more likely to de-

velop (Roldan & Reina, 2021). However, although there are positive trends of perceived competence and self-efficacy, the results do not reflect similar characteristics in this study. Although self-efficacy (interpersonal/situational factor and competing demands) remotely increase for students in Sport Education, students exhibit no progress on perceived competence and internal feelings toward sport. One reasons might be the question framing, which may lead students to reflect on more general competence or self-efficacy in daily exercise routine rather than the sport(s) in which they participate within the course. On the other hand, this contradictory result might be related to social isolations and COVID-19-related restrictions (e.g., mask mandate, adapted class regulations due to safety concerns) in and outside of the PE unit. Unfortunately, since the pandemic, many college students have been living in a socially dysfunctional environment in which they are experiencing the high intensity of distance learning and a high prevalence of negative emotional conditions, which lead to PA reductions (Talapko et al., 2021). As a result, even positive emotional outcomes from Sport Education might fail to improve students' expectations in developing perceived competence and self-efficacy in certain sports.

Mental health and well-being are more and more concerning in college populations but commonly undervalued. College students experience a variety of psychological issues. Events such as the pandemic aggravate these symptoms with the proportion of depression and anxiety increasing 18% to 33%, respectively (Li et al., 2021). Encouraging signs in this study include improvements in mental wellness through participating in varying sports for 15 weeks. The result that students in both groups perceive less stress and psychological distress symptoms at the end of the semester than the beginning is promising. The results reveal that students in Sport Education group show less social dysfunction than those in the courses with direct instruction. In our perspective, PE is fostering not only an engaging environment for students to participate in regular PA but also an effective approach that connects students with their cohorts, counterbalancing the negatives of social isolations due to the COVID-19 crisis. Implementing Sport Education is evidently more effective than direct instruction in creating a socially engaged environment with students collaborating in teams and competing

and communicating with peers in the culminating event. Therefore, affiliation and formal competition as stimuli can further connect and reinforce social networks among students, which is in advanced demand now and postpandemic recovery.

Limitations

There are two major limitations in this study that provide opportunities for future research. First, the findings are limited to instructors' ($n = 14$) interpersonal characteristics on course delivery, even though a presemester workshop reinforces teaching skills and consistency. However, ecological validity ensures generalizability of the the results to other authentic PE settings. Second, due to convenience sampling at one study site in northeastern United States, this is a not a geographically and ethnically representative sample; hence, future studies need to conduct the intervention across contexts.

Practical Application

On the basis of the knowledge we gained from this study, we suggest the following two practical applications. According to Siedentop et al. (2019), adding festive elements is a reasonably low-cost endeavor that makes a Sport Education session more authentic and significant to students. Enhanced meaning may increase the likelihood of promoting physically active lifestyles outside the PE program. In efforts to develop an authentic sport experience, students can lead creation of these elements, with team members creating a website (e.g., Google Sites) together and posting team photos, blogs, and player portfolios. This may increase opportunities for dialogue in and out of the session, and these interactions may support well-being and festivity. It is also important that physical educators are aware not only of the positive aspects that Sport Education provides but also of the various social issues. Within the model, we recommend that teachers integrate culturally relevant pedagogy to develop student cultural competence and to assist them in developing positive ethnic and social identities as well as their ability to recognize and critique societal inequalities in a physically active context (Ladson-Billings, 2021). In future practices, students can create diverse team cultures through discussions, reflections, and events that support them to uphold their cultural identities.

Conclusion

Physical education as a key component of a healthy lifestyle is necessary for all grade-level students. Sport Education needs to be an integral part of the core curriculum in higher education. The results suggest varying promises of implementing Sport Education in a college context in terms of enhancing motivation, task orientation, and task-involving climate in PE as well as relieving stress and anxiety during the COVID-19 pandemic. Our research builds upon previous evidence; the group-level effects range from small-to-moderate and are in line with the outcomes of implementing Sport Education more in general education college PE settings. The results of this study reaffirm the importance of embedding Sport Education in college curricula to support development of perceived motor competence, tactical knowledge, and skill proficiency in sport skills and, more importantly, creating a new fountain for students to develop social connectivity. We hope that this study enables physical educators and policy makers to rethink the importance and effectiveness of Sport Education on college students' wellness and physical literacy, especially for this population who are burning out and struggling during the pandemic.

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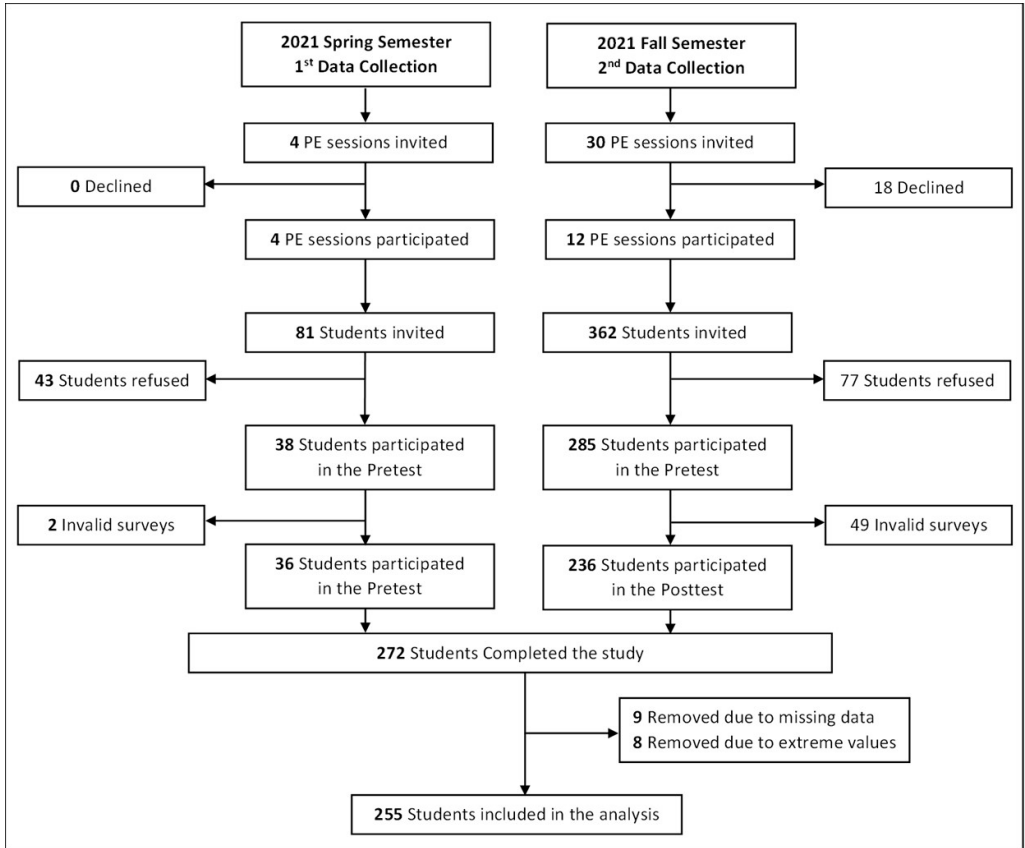
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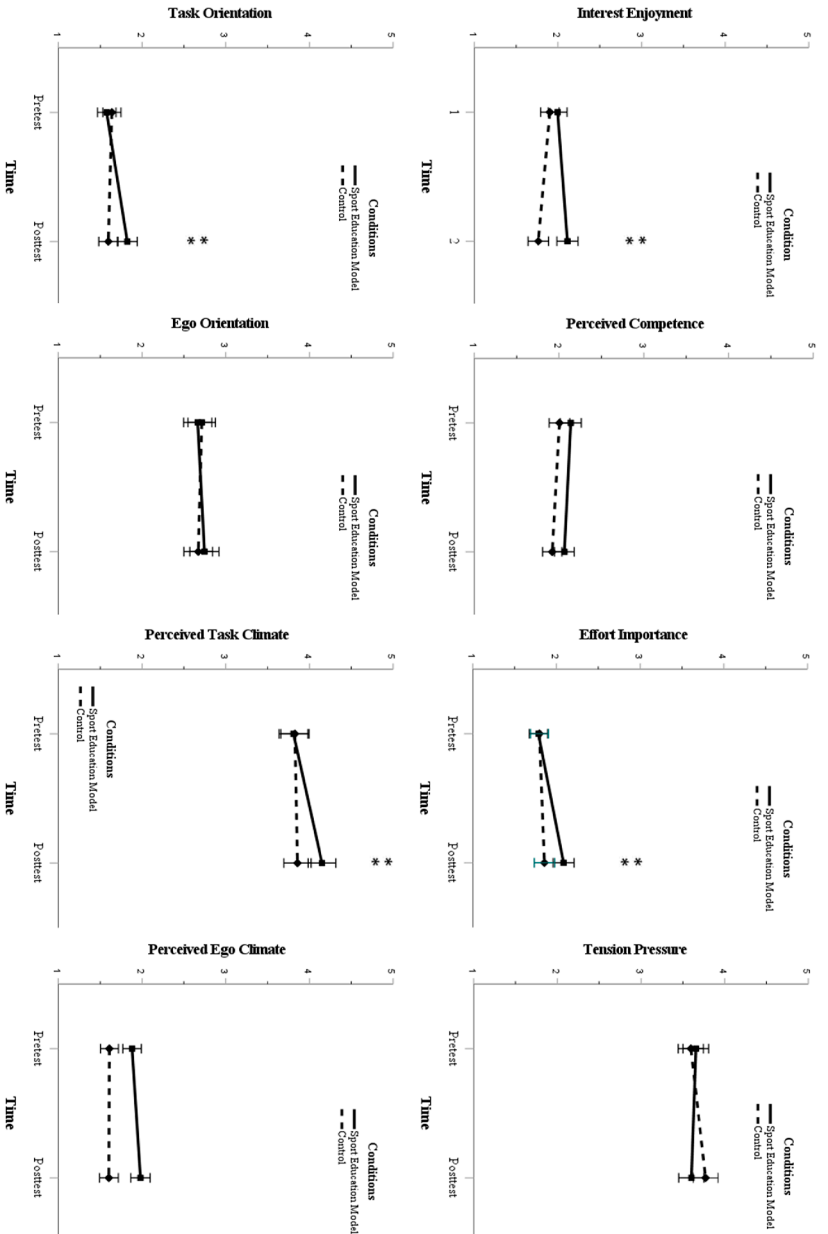
Appendix A

Recruitment Process



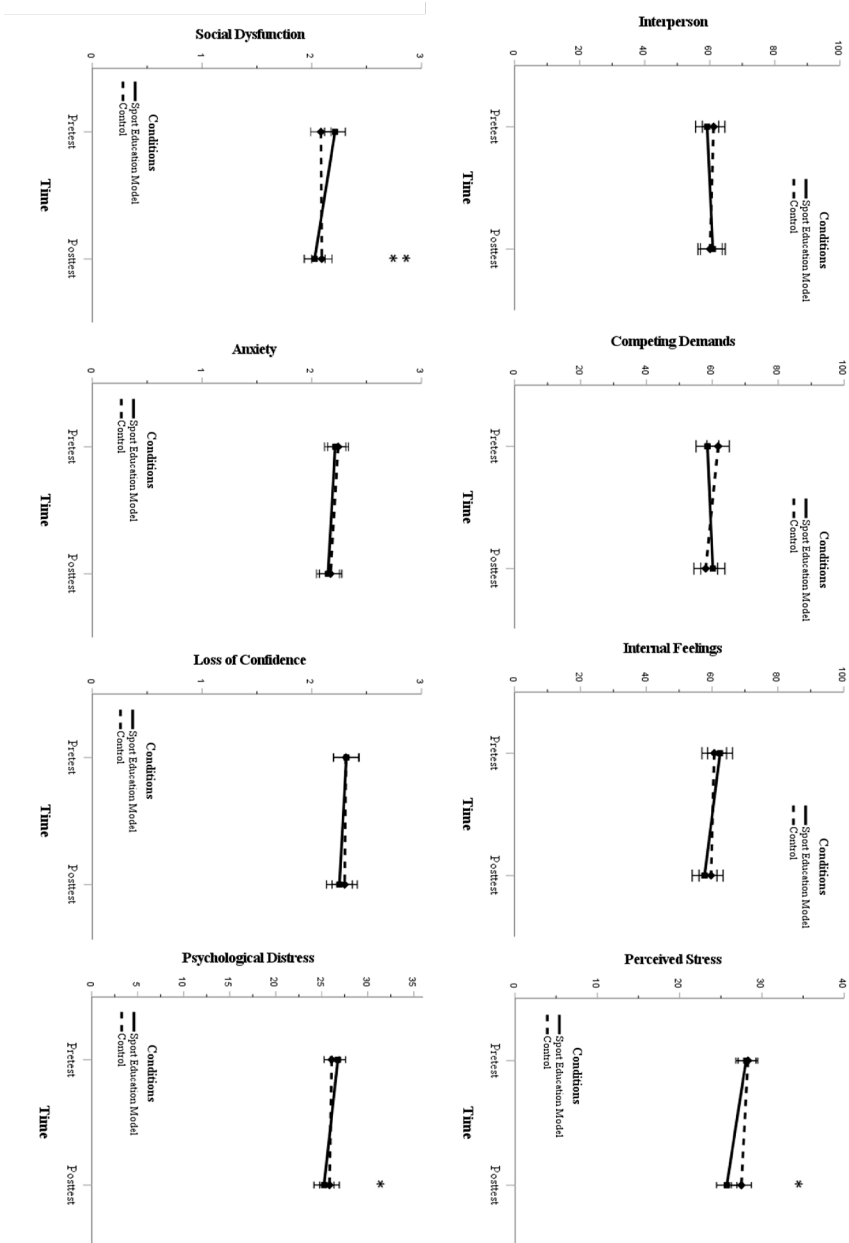
Appendix B

Pretest and Posttest Comparisons of Student Outcomes on Intrinsic Motivation, Goal Orientation, and Perceived Motivational Climate between Conditions



Appendix C

Pretest and Posttest Comparisons of Student Outcomes on Exercise Self-Efficacy and Well-Being between Conditions



TEACHER EDUCATION

Probing the Early Teaching Experiences of Newly Hired Physical Education Teachers: Implications for Curriculum Enhancement

Danie John C. Asio and Ruben L. Tagare, Jr.

Abstract

With the demand for the new basic education system in the Philippines, school divisions employ many physical education teachers each year to teach relevant courses in the K–12 curriculum. Since the implementation of this new curriculum in 2013, scholars have been examining the initial impact; however, investigation on the experiences of newly hired physical education teachers during their first year of service has barely been sufficient. As a result, this research used a qualitative phenomenology research design to elicit information on the early experiences of these teachers and use these as implications for enhancing the curriculum content of undergraduate teacher education programs. Participants from selected schools in Cotabato Province in the Philippines took part in an in-depth interview while closely adhering to the safety procedures brought by the COVID-19 pandemic. A few of the issues the research participants raised included integrating topics on adjusting to behavioral differences in the workplace, training

Danie John C. Asio, Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Ruben L. Tagare, Jr., Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Please send author correspondence to tagareruben@usm.edu.ph

preservice teachers to deliver lessons in a way that students can easily understand them, exposing preservice teachers to teaching strategies that boost student involvement and designing efficient instructional materials; and fostering teaching commitment to the teaching profession in preservice teachers. The data were then used in the development of conclusions and recommendations that can be used to improve the curriculum of Philippine undergraduate teacher education programs.

Education is a tool for socioeconomic progress and transformation. It is a pillar in the growth of a society. It allows an individual to acquire information with a particular skill in teaching, which was a great career in which time was impacting, transforming, and modifying a career for the better. The new instructor understands that the first few years are fraught with significant obstacles, humiliating blunders, and brutally hard days (Estrera, 2019).

Because learning about becoming a teacher is different than teaching after completion of teacher training, undergraduate students who take on the role of teacher may feel overwhelmed. Such emotions are normal but should not deter students from following their ambition of becoming a teacher. Newly hired teachers confront a lack of supervision and the design of regular lessons to educate their students daily. Furthermore, newly hired teachers have to hone their abilities and strengthen their relationships with their students and coworkers (Fry, 2007).

As the result of recent educational developments in the Philippines, newly hired teachers face numerous challenges, including a lack of administrative support, an inability to manage personal and professional expectations, limited teaching resources, a lack of professional development, and difficulty dealing with behavioral problems in the classroom. However, because of these difficulties in their work and specific circumstances, they tend to withdraw their ideals during points in their lives. For some essential purposes, performing this phenomenological research of newly hired physical education teachers is informative and beneficial. This study allows teachers to understand more about the newly hired senior high school teachers' lived experiences and challenges for teaching their subjects. It also helps them to understand the lived experience of physical education teachers and the implications of enhancing the curriculum.

This study addresses the question of “What were the lived experiences of newly hired Physical Education Teachers in Senior High School?” Specifically, this research aims to answer these subquestions:

1. What experiences do they like the most as newly hired physical education teachers?
2. What were the problems and challenges that the newly hired physical education teachers are experiencing?
3. As newly hired physical education teachers, what sensible suggestions can better prepare teacher education students in the actual teaching world?

Method

Research Design and Procedures

This study employed a qualitative design, especially the phenomenology approach, to investigate the lived experiences of newly hired physical education teachers. Qualitative research is the collection of nonnumerical data. The design is a naturalistic inquiry that seeks an in-depth knowledge of the occurrences seen in society.

The first step in collecting data for a phenomenology study was to secure a letter of authorization from the heads of the various research environments. The approval letters indicated that both parties engaged in the study agreed and received permission. Following an approved letter, we secured an informed consent contract from the participants. Informed consent emphasized that the participants engaged in the study were aware of and completely informed about the objectives.

An initial visit for the preliminary interview allowed us to collect preliminary data to make the study more credible and authentic. We additionally performed in-depth interviews with the participants to collect more accurate data, predict how honest and impartial the participants were, and confirm the study findings. We conducted validation and triangulation by generating and comparing the data from different participants.

Research Participants

Participants in this phenomenological research were drawn from chosen schools in the Cotabato Province in the Philippines

who were just hired in the Department of Education Senior High School for the 2019–2020 academic year.

Data Analysis and Interpretation

This study utilized the framework from Miles and Huberman (1994) to analyze and interpret the qualitative data: data reduction, data display, and conclusion drawing and verification. Data reduction is a method of coding and reducing the codes and converting the derived data into figures, tables, or discussions. We gathered the required information, categorized the participants' replies, and extracted the essential and relevant information. The resulting data were next transformed into figures, tables, or discussions. Thematic analysis was used for data sorting and in the categorization of qualitative data.

On the other hand, data display, or the presentation of organized data, facilitated the flow of information to the point at which conclusions were drawn. After analysis of the replies to the questions, a conclusion was drawn and verification was done. This helped us to describe the primary inputs in the study. Verification was done through reexamination of the data as many times as necessary until the desired confirmation level was achieved.

The use of the experiential-theoretic transition model from Piantanida and Garman (2009) ensured rigor and artistry in this qualitative study. At the start of the interpretation, the participants' real-life experiences were narrated on the basis of their context. Iterative performance based on the participants' responses was given after a thorough discussion of their experiences. Finally, we used theories and studies to bolster the interpretation of the data. To preserve the genuineness of the participants' thoughts and feelings, we tried to limit personal bias.

Ethical Considerations

We ensured that the necessary ethical standards and considerations were strictly followed throughout the study. We acknowledged that conformity and ethical standards were established. Thus, the strict adherence to the three principles relevant to research ethics involving human subjects mentioned in the 1979 Belmont report was observed thoroughly. These were the principles of respect to

person, beneficence, and justice. The teachers involved in this study were treated with the highest regard. Their involvement in this study was voluntary. They were likewise mindful that they could withdraw their participation at any time without any demands of explanation.

Likewise, the privacy and confidentiality of the research participants were ensured. The responses of the participants were treated with utmost anonymity. They just needed to sign the informed consent form as a sign of their voluntary participation. Beneficence was also an ethical standard that we observed in protecting the research participants from harm. We ensured that the guide questions used in data gathering had no degrading, discriminating, or unacceptable language offensive to the research participants. The participants did not undergo activities that would expose them to any physical or psychological dangers.

Finally, in promoting justice, we conducted an orientation to explain the objectives and all undertakings of this research before gathering data.

Results and Discussion

This section presents the experiences, standpoints, and insights from the participants who participated in the in-depth interview. Table 1 lists the experiences newly hired teacher mentioned the most. Table 2 lists the problems and challenges they face most commonly, and Table 3 lists their sensible suggestions to prepare students to teach in the real world.

Experiences Newly Hired Physical Education Teachers Like the Most

Theme 1: Newly Hired Teachers Face a Favorable Challenge Due to the New Normal Learning

The new normal learning appears to be a favorable challenge for newly hired teachers. With the suspension of face-to-face engagement within schools due to the COVID-19 pandemic, schools in the Philippines are adapting to the new normal form of education at present. Continuous innovations of educators and the active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its

mission and vision, which is to provide quality education to every Filipino learner, the Department of Education implemented modular distance learning. Distance learning refers to a learning delivery modality where learning occurs between the teacher and the geographically remote learners during instruction. This modality has three types: modular distance learning, online distance learning, and TV/radio-based instruction (Quinones, 2020).

According to Bernardo (2020), modular learning is the most popular type of distance learning. In the Philippines, all public schools currently use this learning modality. According to a Department of Education survey (Baticulon et al., 2021), learning through printed and digital modules is the most preferred distance learning method for parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

When participants were asked what experiences they liked the most as newly hired physical education teachers, the most mentioned was newly hired teachers face a favorable challenge due to the new normal learning. In this regard, Teachers 1 and 2 said,

As an educator, we need to teach our students well, especially now that we are experiencing a pandemic, we must find a way to teach our students well. (G11-T1)

The first time I entered as a newly hired physical education teacher was that I was teaching my students in a [virtual] way which is a challenge for me to teach my students well, and makes lessons that they just easier to understand even if we are in the new mode of teaching during this pandemic. (G11-T2)

Newly hired teachers face multiple challenges. They are beset with a multitude of concerns and anxieties. Such feelings are expected but should not deter their desire to “learn to teach” (Salandan, 2005). In regard to challenges, Teachers 4 and 6 stated,

More haggard now, you will experience more tests, especially in the new teaching method, the modular and online. So, we

Table 1
Themes and Core Ideas of the Experiences They Like the Most as Newly Hired Physical Education Teachers

Major theme	Frequency of responses	Core idea
Newly hired teachers face a favorable challenge due to the new normal learning	Variant	The teacher must find a way to teach their students even when they are experiencing a pandemic.
	Variant	The teacher was excited about the new way of learning, which is the new teaching mode.
	Typical	Using online platforms for teaching the students in the new learning mode.
	Typical	New learning methods are applied to teach the students well during the pandemic.
More interactive teaching-learning process	Variant	The teacher must find a way to deliver their lessons well.
	Variant	Teaching and sharing some knowledge to their students.
	Typical	Gaining some new learnings and life lessons as an effective teacher.
Holistic physical education activities for the development of well-rounded learners	Variant	Experience in their first year of being a newly hired physical education teacher.
	Variant	Teaching how to develop and enhance their full potential as a student.
	Variant	Enhancing the abilities of the students.

Note. “General” means response mentioned by 50% or more of the participants. “Typical” means response mentioned by at least 25% but less than 50%. “Variant means response mentioned by less than 25% of the participants.

physical education teachers know that physical education is not only inside the classroom but also outside of it. (G11-T4)

Theme 2: More Interactive Teaching–Learning Process

This theme explores the experiences of newly hired physical education teachers, focusing on the aspects they find most rewarding. Through the insights of participants, it becomes evident that contemporary teaching-learning processes are increasingly interactive. This shift is attributed to advancements in technology, which provide educators with tools to engage students in dynamic ways, as well as a growing emphasis on student-centered learning, inclusivity, and socio-emotional development. By integrating multimedia resources, collaborative activities, differentiated instruction, and socio-emotional learning principles, educators create inclusive and engaging learning environments that cater to the diverse needs of students, fostering both academic achievement and holistic development.

The strategies aim to promote critical and reflective thinking, research, and evaluation skills that will help students take positive action to protect, enhance, and advocate for their own and others' health, well-being, and safety (Senthamarai, 2018). Students use personal and social capability to work collaboratively with others in learning activities; to appreciate their own strengths and abilities and those of their peers; and to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership, and an appreciation of diverse cultures perspectives.

When asked what experiences they liked the most as a newly hired physical education teacher, the participants said they required a more interactive teaching–learning process. The participants most mentioned new learning when teaching physical education. In this regard, Teachers 1 and 2 said,

The experience that I liked as a newly hired physical education teacher was teaching my students. I enjoyed it because I could teach them, and I could share my knowledge with the students I was teaching. (G12-T1)

New experiences, new things we learn every day, and I am also excited to learn new life lessons not only from me but

also from my students as a person and as an effective physical education teacher. (G12-T2)

Theme 3: Holistic Physical Education Activities for the Development of Well-Rounded Learners

Holistic education focuses on the entire possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals. Physical activity decreases in and out of the school environment, and children are becoming increasingly sedentary, unfit, and overweight. As a result, children in today's society have a greater likelihood of poor health.

Further, holistic development of children involves the development of their physical abilities and skills—both gross motor skills (larger movements made with arms, legs, or whole body) and fine motor skills (smaller, more graceful movements that use the small muscles of the fingers, toes, wrists, lips, and tongue; Barnett et al., 2013). Children need to be taught their ABCs to read and write; they also need fundamental movement skills (gross motor skills) to obtain a foundation for a physically active lifestyle. An active lifestyle can contribute to children's physical, emotional, and intellectual development, including self-efficacy, general self-esteem, socialization, and mental discipline.

When asked what experiences they liked the most as a newly hired physical education teacher, participants most mentioned holistic physical education activities for the development of well-rounded learners. In this regard, Teacher 1 said,

The experience I like most as a newly hired physical education teacher is that I can teach and help students develop and enhance their holistic health (mental, physical, social, emotional, and spiritual). (G11-T1)

Problems and Challenges for Newly Hired Physical Education Teachers

Theme 1: Difficulties in Dealing With the Attitudes of Students and Senior Colleagues

New teachers experience challenges with students' and senior colleagues' attitudes (Llego, 2017), as well as other challenges and stumbling blocks (Table 2). The pressure to get along can affect curricula in schools, with experienced teachers receiving a level of respect from their young, recently hired colleagues. Physical education teachers are often marginalized, and the need to feel accepted among colleagues is essential (Christiansen et al., 2013).

When asked about the problems and challenges they experienced, participants immediately shared about dealing with the attitudes of their students and their senior colleagues. In this regard, Teacher 1 shared,

Honestly, the number one thing that I experienced was the way I dealt with my teaching colleagues, how to get along with my colleagues, and next on how I can get along with my students. (G11-T1)

Theme 2: Inadequate Facilities and Equipment for Students' Learning in the New Normal

Sports facilities and equipment play an essential role in engaging students in physical education classes' learning processes and activities. The lack of facilities and equipment seems to impact implementation of high-quality physical education significantly. Resource adequacy influences job satisfaction directly and positively. The term "resource adequacy" refers to the extent to which facilities, finance, equipment, and resources are suitable and adequate to support personnel, and lacking sports facilities and equipment in schools may lead to low student motivation, thus more burned-out, less satisfied teachers implementing physical education (Kroupis et al., 2019).

When asked about the problems and challenges that newly hired physical education teachers are experiencing, the participants mentioned inadequate facilities and equipment for students learning in the new normal. In this regard, Teachers 2 and 4 said,

Table 2*Themes and Core Ideas on the Problems and Challenges of Newly Hired Physical Education Teachers*

Major theme	Frequency of responses	Core idea
Difficulties in dealing with the attitudes of students and senior colleagues	General	Newly hired teacher's problem is getting along with another coteacher.
	Variant	Teachers must build trust with their colleagues and the students.
	Variant	Trust issue.
	Variant	Newly hired teacher's problem in trusting others and building the trust to the students.
Inadequate facilities and equipment for students learning in the new normal	General	Lack of facilities for the newly hired teacher.
	Typical	Lack of equipment's ability to demonstrate and teach the students adequately.
	Typical	Equipment that is important to the newly hired teacher in their first teaching.
	Variant	Lack of facilities and equipment.
	Variant	Lack of budget to buy equipment.
Delivering lectures in such a way that students can quickly grasp them	General	Finding a solution will help the teacher explain the lesson while they are in the pandemic.
	Typical	Delivering lessons to the students so that they can more easily understand.
	Typical	How teachers deliver their lessons properly to their students so that they can easily understand.
Ensuring that proper teaching tactics increase student involvement in class	General	Students' participation in class and each student's interest in participating.
	Typical	Interest of the student in their class.

Note. "General" means response was mentioned by 50% or more of the participants. "Typical" means response was mentioned by at least 25% but less than 50%. "Variant" means response was mentioned by less than 25% of the participants.

The problems and challenges that I experienced when I was a newly accepted physical education teacher were, first and foremost, the equipment of the games and their facilities. How students can learn and quickly understand the teaching. (G11-T2)

The problems and challenges I experienced in the first class as a new physical education teacher, first and foremost, are the school equipment. (G11-T4)

As the centerpiece of learning in a school, the classroom needs to be adaptable to the changing needs of the academic environment. Information technology devices such as cameras, microphones, monitors, and computer systems need to be integrated into the faculty office, classroom, laboratory, and other teaching areas.

Theme 3: Delivering Lectures in Such a Way That Students Can Quickly Grasp Them

Newly hired teachers like to deliver lessons to students in a way students can easily understand the lesson during this time of the pandemic. It takes a long time and a lot of effort for teachers to create practical classes. New teachers must commit to bringing the necessary action and remember that even the best-planned lecture is useless unless delivered in an engaging manner via effective classroom management tactics.

The lecture technique must address students' expectations of student and teacher roles. Students may first resist "active" learning, indicating more comfort with the traditional lecture format. Such opposition is frequently tied to students' preference for authoritative rather than discursive instruction and may be more prevalent among men and students with less experience (Owens et al., 2017).

When asked about the problems and challenges that newly hired physical education teachers are experiencing, the participants shared about challenges with delivering their lessons or lectures appropriately so their students could catch up quickly. Teachers 1 and 2 said,

The challenges I faced throughout my first year of teaching were how to teach my students in the new normal. I had to find a way to teach the student easily even when we were

not in the classroom, and also in students who are not well connected. (G12-T1)

The challenges I faced as a newly accepted physical education teacher were how I could properly deliver my lessons to my students that they could easily understand and follow. (G12-T2)

Teachers can use blended learning to deliver the lessons or lectures so students can catch up quickly. This also refers to a learning delivery that combines face-to-face with any, or a mix of, modular distance learning, online distance learning, and television/radio-based instruction. Blended learning can enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time (Pimentel-Tibon, 2020).

Theme 4: Assuring That Proper Teaching Tactics Are Used to Increase Student Involvement in Class

It is important that teachers have techniques to use to increase students' involvement in their class. Classroom discussion is one of the most frequently used and often embraced pedagogical strategies. In attempting to enhance participation quality and discussion effectiveness, teachers have concerns about what to do about students who are less inclined to participate voluntarily.

The strategies for instructors of graduate business classes may apply for newly hired teachers: place significant weight on the participation grade and cold-calling (i.e., call on students whose hands are not raised).]

Students may experience enhanced quality of participation and discussion in class if the teacher requires or grades participation, incorporates ideas and experiences into class, actively facilitates, asks practical questions, provides a supportive classroom environment, and affirms contributions/constructive feedback. Teachers can use these methods to formulate future teaching strategies.

When teachers were asked about the problems and challenges that newly hired physical education teachers experienced, the topic most mentioned was ensuring the use of proper teaching tactics for increased student involvement in class. In this regard, Teacher 4 said,

I think the problems and challenges I experienced in the first class as a new physical education teacher, was how to teach them where students participating in any activities would not be of interest, some students would boredom is probably caused by the strategy I use in my teaching. (G12-T4)

When teachers think of student participation in learning activities, they usually think of excellent behavior (behavioral engagement); positive feelings (emotional engagement); and, significantly, student thinking (cognitive attention; Fredricks, 2014).

Sensible Suggestions to Better Prepare Teacher Education Students in the Real World

Theme 1: Instill a Genuine Commitment to the Teaching Profession

It is important for newly hired physical education teachers to receive sensible suggestions in training that better prepare them for the actual teaching world. Historically speaking, prospective teachers tend to view the field of education as a career choice that pays a respectable salary and comes with a built-in 3-month summer vacation. Additionally, some individuals view teaching as an “easy” profession because they attended school and watched their teachers in action. In reality, educating children and young adults requires extensive training, practice, skills, and several personal commitments that teachers must embrace to succeed in the field and ultimately leave a positive and lasting impression on their students (Hilken et al., 2017).

When teachers were asked about why there is a need to instill commitment in the teaching profession, they could have sensible suggestions to prepare better teacher education students for the actual teaching world. Teachers 1 and 2 shared,

My only advice is maybe you just need to accept, love, and be strong in what you do, because if you don't love what you do, you will get bored, and you will get annoyed, you will think of giving up, but if you love what you do you can handle all the challenges that will come to you. (G11-T1)

My advice for the incoming physical education teacher, it is crucial that you just follow what you want, as well as what your heart wants, love what you are doing, don't be shy to ask because that's where we can also learn, read books and love your preferred profession." (G11-T2)

Theme 2: Train Preservice Teachers to Create Effective Instructional Materials That Support Students' Learning

It is important for teachers to have proper training to increase the learning of their students and create effective instructional materials that will support their students' learning. Proper training gives new teachers the greatest chance of success as well as brings into the forefront new challenges in education. When this training does not happen, newly hired teachers may leave the profession early. Further, when training is insufficient, students suffer. Newly hired teacher must have proper training to enhance their capabilities and skills so they can create effective instructional materials that will help and support the learnings of their students (Kelly, 2019).

When asked what sensible suggestions can better prepare teacher education students for the actual teaching world, the participants most mentioned training preservice teachers to create effective instructional materials that support students' learning. In this regard, Teacher 1 shared,

Perhaps the education department needs to provide the necessary materials so that teachers can improve and teach new teachers, because not everyone will learn in college, so it is very important that when you enter there is training about what can be done to elevate and increase the learning of the new teachers. (G12-T1)

Theme 3: Expose Preservice Teachers to Activities That Will Help Them Develop More Effective Teaching Practices

There is a need to expose preservice teachers to activities that will help them to develop more effective teaching practices. Newly hired teachers must be exposed to some activities that will help them develop more effective teaching practices as well as help them teach their students effectively. They must study teaching strategies so

Table 3

Themes and Core Ideas of Newly Hired Physical Education Teachers and Sensible Suggestions to Prepare Better Teacher Education Students in the Real World of Teaching

Major theme	Frequency of response	Core idea
Instill a sincere commitment to the teaching profession	General	You just really need to accept, love, and be strong to do your job.
	Typical	Follow what you want, as well as what your heart desires.
	Typical	Study well the course taken to be prepared for the challenges that will come, and love what you choose.
	Typical	Take the advice of the elders, be open to new knowledge that can be shared by others, and most of all, your love of your chosen profession. And you must love teaching students.
Train preservice teachers to create effective instructional materials that support students' learning.	General	Providing the needs and materials so that teachers can improve and teach well.
	Typical	Critical of proper training for teachers to increase the new teachers' learning ahead of time.
Expose preservice teachers to activities that will help them develop more effective teaching practices.	General	Study the teaching strategies to handle different types of students and better learn different techniques so that your students can learn more efficiently.

Note. "General" means response was mentioned by 50% or more of the participants. "Typical" means response was mentioned by at least 25% but less than 50%. "Variant" means response was mentioned by less than 25% of the participants.

they are equipped and learn different techniques that will help their students learn more easily if they handle different types of students (Lipscomb, 2017).

When asked what sensible suggestions can better prepare teacher education students in the actual teaching world, they mentioned exposing preservice teachers to activities that will help them to develop more effective teaching practices. In this regard, Teacher 3 shared,

My only advice is to study teaching strategies because in the real world you will experience different types of students and better learn different techniques so that your students can learn more easily. (G11-T3)

Conclusion

This study provides a good foundation for future studies that can impact the curriculum enhancement of the newly hired teacher. There are some problems and challenges that newly hired teachers face in their first years as teachers such as dealing with the attitude of their students and their co-teachers, lack of equipment and facilities, and problems in delivering the lesson to their students during the COVID-19 pandemic.

To overcome these challenges, teachers can attend training and seminars that provide them with the required skills and ideas for implementing improved physical education. They can take the opportunity to participate in activities and workshops to equip them with the necessary skills and ideas for better physical education implementation. Physical education is crucial to overall student well-being, which is why teachers are putting in extra effort to prepare learning materials and deliver them to students in this time of the pandemic.

On the basis of the experiences of the newly hired physical education teachers, it seems that regardless of whether the incidents are positive or negative, the teachers accept them and are conscious enough to see them as positive. Newly hired physical education teachers need to accept that, at this time of the pandemic, they are the ones who must encourage their students to improve their spirits and continue their studies, despite the challenges of the pandemic.

This study concludes that despite the experiences that newly hired teachers experience, these teachers face a challenge due to the new normal learning. Newly hired teachers must find a way to teach their students even when experiencing a pandemic, and using online platforms for teaching the students in the new mode of learning is the best method of delivering their lessons well. Newly hired teachers must adjust to the new method of learning to teach their students well in times of a pandemic. A more interactive teaching–learning process can allow for more learning for both teachers and students and for teachers to gain insights to becoming more effective in their teaching. Additionally, newly hired teachers can use holistic physical education activities to develop well-rounded learners and teach students to develop and enhance their full potential.

This study concludes that the problems and challenges of newly hired physical education teachers experiencing include

- difficulties in adjusting to the behaviors and attitudes of students and senior colleagues. Newly hired physical education teachers struggle to handle their students' perspectives and their co-teachers' attitudes, in their first year of teaching.
- lack of facilities and equipment for student learning in the new normal. Newly hired teachers must need some proper facilities and equipment to teach and demonstrate well the lessons they need to prepare for their students.
- and to meet the needs of their students. Newly hired teachers must deliver lectures in a way that students can quickly grasp them. Thus, newly hired physical education teachers must find a solution to help them further explain the lesson while teaching in the pandemic. Teachers need to ensure that teaching tactics increase student involvement in class. They must employ techniques that will help students to participate during their classes and help students understand. The lessons must also meet the interest of each student to inspire participation in class.

This study concludes that newly hired physical education teachers must be better prepared to teach students in the real world. Newly hired teachers must provide opinions and insights about what they experience and what problems and challenges they encountered for

those who chose the teaching profession. Teacher education must “instill a genuine commitment to the teaching profession.” Newly hired teachers must “follow what [they] want, as well as what [their heart desires],” “study well the course taken to be prepared for the challenges that will come and love what [they] choose. Preservice training also needs to prepare teachers to create effective instructional materials that support students’ learning, and schools need to provide the materials newly hired teachers need to improve and teach their lessons to their students. Finally, teacher training needs to expose preservice teachers to activities that will help them develop more effective teaching practices.

Hence, on the basis of the findings of this study, we make these recommendations:

1. Undergraduate teacher education must include topics related to adjusting to behavioral differences in the workplace. This can help newly hired physical education teacher to deal with their students’ and senior colleagues’ attitudes. Undergraduate teacher education must also expose preservice teachers to activities that will hone their teaching strategies.
2. Upon being hired, the newly hired teachers must receive proper training and seminars that further improve their pedagogical content. Workshops to capacitate these teachers with the new normal is also suggested.

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YOU AND THE LAW

Hazing: Post-Assault Deliberate Indifference

Mike Stocz and Tony Aquilina

Doe v. Plainfield Community Consolidated School District 202,
No. 21 C 4460 (N.D. Ill. Mar. 9, 2023).

Plainfield Community Consolidated School District filed a motion to dismiss all charges stemming from an alleged series of hazing incidents.

Complaint

The U.S. District Court of Illinois, Eastern Division, heard arguments from the defendants (Plainfield Community Consolidated School District, and various affiliated individuals, herein Plainfield), as they asked the Court to dismiss various claims, including violations of federal rights, equal protection, *Monell* claim¹, Title IX, and sexual assault. This was the third attempt for the plaintiffs (the Doe family, redacted to protect the two minors involved in the case) to keep their case alive in federal court, as previously this Court rejected claims of procedural and substantive due process, Title IX, and state law jurisdiction.

¹Monell claim refers to *Monell v. Department of Social Services*, a 1978 case in which the U.S. Supreme Court uprooted absolute immunity for public entities and held that a municipality may be accountable for the actions of employees if the actions alleged are unconstitutional pursuant to a policy statement, ordinance, regulation, or decision officially adopted and promulgated by officers.

Mike Stocz, Department of Kinesiology, University of New Hampshire. Tony Aquilina, Department of Business, Alfred State College of Technology. Please send author correspondence to michael.stocz@unh.edu

Facts of the Case

In October 2019, both Doe children were allegedly sexually assaulted by Plainfield Central High School (herein, Plainfield Central) football team members. They were the latest victims of an ongoing hazing ritual known as “Code Blue,” which was known among team coaches and players alike. Both Doe children were freshman football players who were allegedly violated with a broomstick by unknown assailants in a locker room that was not monitored at that time. A different student told one of the coaches that freshman team members were subjected to this hazing, including and extending beyond the Doe children that week. Two coaches went to the locker room immediately after and found it empty, and they eventually asked the Doe children about the assaults. Further, the Doe children were not separated from varsity football team members and were subjected to further ridicule.

That same day, the athletic director and assistant principal were informed of the incident. The following day, school administrators held a meeting with team parents to discuss the incident, although the sexual assaults were initially not acknowledged. After school officials conducted an investigation, they would not return inquiries from the parents. The Doe children were subject to ridicule, being told that nobody raped them; were nicknamed “broomstick”; and had a Snapchat video of the assault circulated around the school. The alleged varsity main perpetrators received a 3-day suspension, whereas other assailants received no suspensions. Both Doe children transferred schools, although one student was not granted an athletics transfer waiver to play immediately at the new school, the other child allegedly had to sign a release requiring them not to mention the assault, harassment, and bullying that occurred. Thus, the Doe parents brought willful and wanton conduct claims, claims of violations of their Fourteenth Amendment rights, *Monell* claims, claims of Title IX violations, and willful and wanton state claims against Plainfield and other defendants (namely, coaches and administrators).

Court Analysis

The Court analyzed the defense’s motion to dismiss the entirety of the complaint. Beginning with the Fourteenth Amendment

claims, the Court found that the Doe children were not treated significantly different enough from other sexual assault victims at Plainfield Central High School, nor did the claim of discrimination and unequal protection. Plaintiffs further alleged *Monell* claims, which needed to prove that harm resulted from a constitutional violation and that the local government body was responsible for said harm. These complaints were dismissed as well, due to the lack of a constitutional violation. Under the Title IX complaint, plaintiffs claimed one count of heightened risk of sexual harassment, two claims of post-assault deliberate indifference, two counts of post-assault retaliation, and direct sex-based discrimination by Plainfield. Heightened risk of sexual harassment was thrown out simply because the plaintiffs failed to provide facts showing Plainfield completely ignored sexual harassment allegations previously. The post-assault deliberate indifference claims were not dismissed, as the Court found that the response of Plainfield may be unreasonable due to Plainfield's lack of total response to the allegations, including the punishments, full investigation of the claims, and support structures for the Doe children. The retaliation claims under Title IX failed to prove that Plainfield had a motive to retaliate and were thus vacated. The plaintiffs did not respond to sex-based discrimination dismissal arguments; thus, this count was vacated. For the willful and wanton conduct claims at the state level, the plaintiffs failed to argue how the specific defendants (football coaches) acted with extreme indifference or conscious disregard for the plaintiff's safety; thus, these counts too were dismissed.

Court's Decision

The District Court of Illinois determined that of the 14 counts alleged against Plainfield, only two counts (post-assault deliberate indifference) would not be dismissed.

Risk Management Discussion

K-12 athletics staff need to take every part of hazing seriously. While awareness surrounding and attempts to prevent hazing incidents are growing, the follow-through is falling short. The dismissal of all but two complaints stemming from post-assault deliberate indifference seems to reveal the need for proper care for assault victims. While proving post-assault deliberate indifference is difficult, it

may be easier to prove if athletic departments and schools do nothing to rectify the complaint operationally. Schools can take actions such as separating students from the alleged assailants, giving severe enough punishment to the alleged assailants, fully investigating the allegations, and helping the students to transfer schools and receive immediate playing time. A lack of action is why this lawsuit is set to continue, and more meaningful actions to help the students by the school may have made this lawsuit moot.

Proactive prevention is always key. It is essential for organizations to plan for frequent and severe risks, including alcohol and drug use, hazing, and ability to assess for injuries. Aside from locker room supervision, other preventive measures can help reduce the chance of hazing, including having preseason meetings between coaches, administrators, and student-athletes, where they clearly outline policies and expectations on hazing, drug and alcohol use and discuss other team issues (Cotten & Wolohan, 2020). While this does not guarantee the occurrence of hazing in an athletic department, these measures establish an organization's intent to keep students safe, although greater levels of supervision are necessary. Additional sexual harassment training may also help institutions be better protected from liability, although these programs need to be vetted properly, as evidenced by a lack of substantive sexual harassment training (Stocz & Stewart, 2022).

K-12 sport administrators need to take seriously and handle accusations of hazing in a meaningful, and "human," way before, during, and after these events. While this problem seemingly will not go away, acting in a caring, thoughtful, and safe manner can save physical educators, schools, and sport administrators precious resources from a hazing-related lawsuit.

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