INFLUENCES, REACTIONS, AND OUTCOMES:
A STUDY OF PHYSICAL AND HEALTH EDUCATION
AS AN EDUCATIONAL SUBCULTURE

by

Skip Phoenix

A thesis submitted in conformity with the requirements
for the degree of Doctor of Education
Educational Administration
Department of Theory and Policy Studies in Education
The Ontario Institute for Studies in Education
University of Toronto

©Copyright by Skip Phoenix 1998
The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author’s permission.

0-612-35411-3
ABSTRACT

INFLUENCES, REACTIONS, AND OUTCOMES: A STUDY OF PHYSICAL AND HEALTH EDUCATION AS AN EDUCATIONAL SUBCULTURE

by

Skip Phoenix


Secondary school physical and health education contributes to a multifaceted philosophy and style of education by providing recognized sources of learning, physical activity, and athletic competition for students. However, the magnitude and importance of the program seems elevated when compared to the low curricular weighting conferred on it by the Ministry of Education and Training.

Still, physical education teachers demonstrate occupational stability, maintaining conviction in their program goals and outcomes, while steadfastly holding on to their educational and occupational structures, values, and norms. This study examines the role of cultural strength which often overrides or negates external influences and reinforces current and internally accepted methods of behaviour and decision-making.

Organizational culture, as a conceptual and analytical tool, guides the investigation and sets the stage for three areas of investigation. First, the means by which organizations perpetuate coercive mechanisms (internal integration) that direct members’ acceptance of values, norms, and behaviour is highly relevant. Identification as to why and how group members deal with external adaptation as
they perform their duties is also essential. Finally, and in keeping with the concept of organizational culture, such research seeks ways of assessing and improving organizational productivity.

Three research questions examined critical factors. First, dominant external influences, which either motivate or regulate site school physical educators, are exposed through interviews with relevant personnel within a single board. Secondly, reactions, in the form of professional and planning responses, of two secondary school physical education departments are examined. Finally, program outcomes are determined and evaluated.

Although site school physical educators demonstrate differentiation from other school and educational cultures, they are also integrated with these other program cultures. Related loyalties, brought on by pervasive and powerful enculturation mechanisms, suggest that physical educators have stable and consistent attitudes, values, and norms that cause them to reinforce established programs. Consequently, many external influences are either negated or ignored. While methodical change is noted, program stability is a priority.

Influences which strongly effect physical educators’ behaviour and program selection are: their culture’s values and norms, the values and norms of other closely aligned school and board cultures, Ministry policies which support academic credibility, perceived student needs, and student participation rates.

Findings are relevant to faculties of education, educational administrators and to physical and health educators who wish to effect change within schools.
ACKNOWLEDGEMENTS

This thesis represents the end of a long and sometimes difficult journey. However, on the way I have been blessed many times over with assistance, encouragement, and friendship from my peers and from the faculty and staff of the Department of Educational Administration at OISE--a truly supportive family.

Several people have made significant contributions. I will be forever indebted to my thesis advisor, John Davis--he has my undying respect. I am not sure I could have completed this task without his caring and kindness, his endless and tireless reading and re-reading of my work, and his ability to raise my morale when I needed a lift. Secondly, I would like to thank my committee members, Jim Ryan and Bruce Kidd. Jim gave first rate advice and was always there when I needed him. He has become a true friend. Bruce provided many good ideas and gave this thesis vital subject knowledge and background information. Finally, Richard Townsend, although not an official committee member, was a marvellous cheerleader. He never failed to offer encouragement as I progressed.

I would also like to thank my family, for without them this would have been a lonely journey. My parents, Stuart and Jean, encouraged me all along the route. My wife, Mary, perhaps endured the most as she never wavered with her support and stayed up many nights proofreading my work. Kim and Samantha Drue, my daughters, remained cheerful and never lost their sense of humour, even during my most cantankerous days.
TABLE OF CONTENTS

ABSTRACT ................................................................. ii

ACKNOWLEDGEMENTS ................................................... iv

TABLE OF CONTENTS .................................................. v

LIST OF TABLES .......................................................... xi

CHAPTER ONE ............................................................. 1
THE BACKGROUND AND STATEMENT OF THE PROBLEM .......... 1
   Introduction .......................................................... 1
   Conceptual Framework .............................................. 7
   The Problem ......................................................... 10
   The Guiding Research Questions ................................. 11
   Situating the Problem ............................................. 12
   Chapter Conclusions .............................................. 15

CHAPTER TWO ............................................................. 17
REVIEW OF LITERATURE ............................................... 17
   Introduction .......................................................... 17
   Influences, Reactions, and Outcomes: Basic Research Headings 17
   Discussion of External Influences and Educational Reform .... 19
   Expectations of Change—An Educational Constant ............. 19
   Physical Education Influences: Are They Automatically Assimilated? 22
   Site Based Reactions: Byproducts of Organizational Culture ... 27
   Connecting Organizational Culture with Educational Culture ... 27
   Subcultures Within Secondary Schools ........................... 31
   The Cultural Perspective: A Conceptual Framework ............ 35
   Three Levels of Cultural Meaning ................................. 37
      Culture Level One: Artifact Level .............................. 38
      Culture Level Two: Espoused Values ............................ 40
      Culture Level Three: Basic Assumptions ....................... 42
   Organizational Socialization/Enculteration ....................... 43
      Conceptual Categories and Common Language .................. 45
      Member Criteria for Inclusion and Exclusion .................. 47
      Allocation of Power and Status ................................ 49
      Allocation of Reward and Punishment .......................... 50
      Managing the Unmanageable ..................................... 51
   A Caveat on the Cultural Perspective ............................ 52
   Outcomes: Reflective of the Cultural Perspective ............... 53
<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Conclusions</td>
<td>57</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td>61</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>61</td>
</tr>
<tr>
<td>The Research Design--An Introduction</td>
<td>61</td>
</tr>
<tr>
<td>Data Collection for Subproblem #1</td>
<td>62</td>
</tr>
<tr>
<td>The Question</td>
<td>62</td>
</tr>
<tr>
<td>Data Collection for Subproblem #2</td>
<td>63</td>
</tr>
<tr>
<td>The Question</td>
<td>63</td>
</tr>
<tr>
<td>Data Collection for Subproblem #3</td>
<td>63</td>
</tr>
<tr>
<td>The Question</td>
<td>63</td>
</tr>
<tr>
<td>Methodological Development--A More Comprehensive Statement</td>
<td>64</td>
</tr>
<tr>
<td>Researcher’s Point of Departure</td>
<td>67</td>
</tr>
<tr>
<td>Selection of the Study Sites</td>
<td>69</td>
</tr>
<tr>
<td>Questionnaire Development, Administration, and Analysis</td>
<td>71</td>
</tr>
<tr>
<td>The Basis for Qualitative Design and Data Analysis</td>
<td>72</td>
</tr>
<tr>
<td>Qualitative Data Gathering</td>
<td>73</td>
</tr>
<tr>
<td>Interviews</td>
<td>73</td>
</tr>
<tr>
<td>Information sought from all interviewees</td>
<td>74</td>
</tr>
<tr>
<td>Specific information sought from and about principals</td>
<td>75</td>
</tr>
<tr>
<td>Specific information sought from physical education personnel</td>
<td>76</td>
</tr>
<tr>
<td>Specific Information sought from externals</td>
<td>77</td>
</tr>
<tr>
<td>Document Perusal</td>
<td>77</td>
</tr>
<tr>
<td>Classroom and Physical Activity and Event Observation</td>
<td>77</td>
</tr>
<tr>
<td>Validity, Reliability, and Generalizability</td>
<td>78</td>
</tr>
<tr>
<td>Validity</td>
<td>78</td>
</tr>
<tr>
<td>Reliability</td>
<td>79</td>
</tr>
<tr>
<td>Generalizability</td>
<td>79</td>
</tr>
<tr>
<td>Study Limitations</td>
<td>80</td>
</tr>
<tr>
<td>Study Delimitations</td>
<td>81</td>
</tr>
<tr>
<td>Chapter Conclusions</td>
<td>81</td>
</tr>
<tr>
<td>CHAPTER FOUR</td>
<td>83</td>
</tr>
<tr>
<td>INFLUENCES--A BRIEF DESCRIPTION OF THE BOARD, THE STUDY SITES AND THE LEADERSHIP IN PHYSICAL EDUCATION</td>
<td>83</td>
</tr>
<tr>
<td>Introduction</td>
<td>83</td>
</tr>
<tr>
<td>A Brief Description of the Board and Site Schools</td>
<td>83</td>
</tr>
<tr>
<td>The Board</td>
<td>83</td>
</tr>
<tr>
<td>School A:</td>
<td>85</td>
</tr>
<tr>
<td>Basic Description</td>
<td>85</td>
</tr>
<tr>
<td>School B</td>
<td>87</td>
</tr>
<tr>
<td>Basic Description</td>
<td>87</td>
</tr>
<tr>
<td>Leadership for Physical Education Programs</td>
<td>90</td>
</tr>
<tr>
<td>School A: Introducing The Principal and The Physical Education</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FIVE ........................................ 116
SELECTED INFLUENCES AFFECTING
SITE SCHOOL PHYSICAL EDUCATORS ........... 116
 Introduction ........................................ 116
 Influences Introduced by Teachers ................. 117
 Teacher Background and Development ............ 117
 Teachers' Secondary School Experiences as Students . 117
 Teachers' University Experiences ................ 122
 Teachers' Affiliations with Professional Associations . 126
 Ontario Secondary Schools Teacher Federation
 (OSSTF) ........................................ 126
 Ontario Physical and Health Education
 Association (OPHEA) ............................. 130
 Influences Arising from the Ministry of Education and Training . 133
 Ontario Schools, Intermediate and Senior Divisions
 (OSIS) .......................................... 134
 The Common Curriculum: Policies and Outcomes Grades
 1-9 ................................................ 136
 The Social Contract and Continuing Fiscal Cutbacks . 138
 Influences Associated with the Board or Education .. 140
 Board-Wide Athletic Associations ................ 140
 The Ontario Federation of School Athletic Associations (OFSAA) . 148
 The Physical Education Department Heads' Association ... 150
 The Physical and Health Education Professional Development
 Committee ...................................... 151
 Managing Internal Integration of the Members ....... 152
 Board and School Hiring Practices ................. 152
 Promotional Pressures ................................ 154
 Facilities as Influences ................................ 156
 Facilities as a Statement of Relevance .............. 156
 Shared Facilities .................................... 158
 Design as a Behavioural Influence ................ 158
 Safety Issues as Program Influencers .............. 159
 Influences Introduced by the Media ................. 160
CHAPTER SIX

REACTIONS TO INFLUENCES ACTING ON SCHOOL PHYSICAL EDUCATION PROGRAMS

Introduction

Chapter Conclusions
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Participation Rates</td>
<td>241</td>
</tr>
<tr>
<td>Participation Rates on Interschool Sports Teams</td>
<td>242</td>
</tr>
<tr>
<td>Participation in the Ontario Academic Course (OAC)—Physical and</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>244</td>
</tr>
<tr>
<td>Physical Education Competes for Academic Attention</td>
<td>246</td>
</tr>
<tr>
<td>Grading Concerns in Physical Education</td>
<td>248</td>
</tr>
<tr>
<td>Indirect Outcomes Related to Influences and Reactions</td>
<td>250</td>
</tr>
<tr>
<td>Teachers Influencing Students’ Participation</td>
<td>250</td>
</tr>
<tr>
<td>Recreating the Cycle—Program Inertia</td>
<td>252</td>
</tr>
<tr>
<td>Outcomes Related to Teacher Professionalization</td>
<td>255</td>
</tr>
<tr>
<td>Safety Issues</td>
<td>258</td>
</tr>
<tr>
<td>Ministry of Education and Training—Clarity vs. Obfuscation</td>
<td>259</td>
</tr>
<tr>
<td>Students Want a Say!</td>
<td>261</td>
</tr>
<tr>
<td>Outcomes Related to Continuing Fiscal Cuts</td>
<td>264</td>
</tr>
<tr>
<td>Teacher Integration and Exclusion—Teacher-Coach Availability</td>
<td>264</td>
</tr>
<tr>
<td>Unheralded Athletic Associations’ Outcomes</td>
<td>266</td>
</tr>
<tr>
<td>Chapter Conclusions</td>
<td>270</td>
</tr>
</tbody>
</table>

**CHAPTER EIGHT**

**A SUMMARY AND ANALYSIS USING A CULTURAL PERSPECTIVE**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>274</td>
</tr>
<tr>
<td>Exposing Subcultural Values</td>
<td>274</td>
</tr>
<tr>
<td>Academic Alignment: Adherence to Ministry and Board Directive</td>
<td>275</td>
</tr>
<tr>
<td>Gender Separation</td>
<td>276</td>
</tr>
<tr>
<td>A Continuing Emphasis on Sports</td>
<td>277</td>
</tr>
<tr>
<td>Implementing Change</td>
<td>278</td>
</tr>
<tr>
<td>Responding to Risk</td>
<td>278</td>
</tr>
<tr>
<td>Professional Allegiance</td>
<td>279</td>
</tr>
<tr>
<td>Physical Education Teacher Selection and Enculteration</td>
<td>279</td>
</tr>
<tr>
<td>Teacher Selection Criteria</td>
<td>280</td>
</tr>
<tr>
<td>Continuing Enculteration</td>
<td>281</td>
</tr>
<tr>
<td>Cultural Exit</td>
<td>282</td>
</tr>
<tr>
<td>Site School Subcultural Values</td>
<td>283</td>
</tr>
<tr>
<td>Espoused Values Related to Physical and Health Education</td>
<td>283</td>
</tr>
<tr>
<td>Implicit Values</td>
<td>284</td>
</tr>
<tr>
<td>Analyzing Outcomes</td>
<td>285</td>
</tr>
<tr>
<td>School Culture and Student Influence</td>
<td>285</td>
</tr>
<tr>
<td>Worthwhile Outcomes in Jeopardy</td>
<td>289</td>
</tr>
<tr>
<td>Chapter Conclusions</td>
<td>290</td>
</tr>
</tbody>
</table>

**CHAPTER NINE**

**STUDY CONCLUSIONS**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>294</td>
</tr>
<tr>
<td>Recommendations Arising From This Study</td>
<td>295</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1:</td>
<td>School A - Enrolment in Physical Education by Grade Level of Respondents</td>
<td>235</td>
</tr>
<tr>
<td>Table 2:</td>
<td>School B - Enrolment in Physical Education by Grade Level of Respondents</td>
<td>235</td>
</tr>
<tr>
<td>Table 3:</td>
<td>School B - Enrolment in Physical Education based on a Year and on a Semester</td>
<td>235</td>
</tr>
<tr>
<td>Table 4:</td>
<td>Students’ Beliefs that Physical Activity Will Help Them</td>
<td>239</td>
</tr>
<tr>
<td>Table 5:</td>
<td>School A - Respondents’ Attitudes on Academic Factors Preventing Physical Activity</td>
<td>247</td>
</tr>
<tr>
<td>Table 6:</td>
<td>School B - Respondents’ Attitudes on Academic Factors Preventing Physical Activity</td>
<td>247</td>
</tr>
<tr>
<td>Table 7:</td>
<td>Respondents’ Attitudes on Grading in Physical Education</td>
<td>249</td>
</tr>
<tr>
<td>Table 8:</td>
<td>When taking physical education, I believe that I should:</td>
<td>263</td>
</tr>
</tbody>
</table>
CHAPTER ONE

THE BACKGROUND AND STATEMENT OF THE PROBLEM

Introduction

Secondary school physical education, in its broadest sense, provides a source of learning, physical activity, and athletic competition for students. The subject area has two distinct program domains: curricular and co-instructional (also known as extracurricular). For the purpose of this thesis, physical education as defined by Jenkins (1982) includes:

...all teaching, learning, and participation (compulsory or voluntary) in physical education which is planned, guided, or encouraged by educational institutions, whether carried out inside a formal timetable or outside a formal timetable. It includes all extracurricular physical activities, intra- or inter-mural competitions, all representative sport and other involvements in physical activities to the extent that these enjoy at least 'moral' support in serving educational ends in educational settings. (p. 275)

Physical education, as it embraces this broad perspective, has become a central component of the educational climate within Ontario’s secondary schools. Currently, as well as providing students with opportunities for "active participation in learning" (Hendry, 1986, p. 50), physical education is also an ingredient within a school’s academic curriculum where it contributes to a multi-faceted philosophy and style of education.

Ironically, just as the subject realizes almost a century of growth and
development in Ontario (Gurney, 1990), it is being questioned as education’s overall mandate is coming under scrutiny in many locations (Hardman, 1994; Miracle & Rees, 1994). The status, effectiveness, and even the appropriateness of the physical education curriculum are being questioned by diverse professional and political interest-groups. Adherents of a narrow focus on reading, writing, and mathematics suggest that physical education is not a legitimate academic field of study and should not have a place in an already overcrowded curriculum. Further, business proponents, citing the new world economy and touting a ‘high-tech’ business view of education, contend that time and effort are wasted by students and teachers in non-utilitarian subjects such as physical education and the arts (Hardman, 1994; Miracle & Rees, 1994).

Perhaps acting as a catalyst for such fundamental perspectives, current trends suggest that public sector fiscal responsibility and accountability are less than adequate and, in effect, fuel the debate about what schools can and should offer. Consequently government budgets have been reduced and school boards continue to trim their operating budgets putting some student programs at risk (Crawford, 1996; Hardman, 1994; London Free Press, 1995; Snobelen, 1995).

Within the field, supporters debate the philosophical perspectives, the content, and especially the program outcomes of physical education curriculum. Devotees from exercise physiology and sport sociology, sub-disciplines of university physical education programs, suggest that modern curricular offerings and student participation patterns have not kept pace with emergent
understandings of the average student's physical, psychological, and social needs (Miracle & Rees, 1994; Fisher, 1980). Promoting and developing personal fitness, gender equity, lifelong learning skills, and opportunity for all are some of their considerations.

On the other hand, competitive sport enthusiasts, who champion improved provincial, national, and international sporting accomplishments on a highly visible world stage, contend that Canada's high performance sport model would benefit from improved athlete development within secondary school physical education programs (McCrindle, 1996; Best, Blackhurst, & Makosky, 1992; Fisher, 1980). Those who accept these aims are further divided, with some suggesting that external agencies can accomplish these ends so physical education within the schools is no longer required (Bégin, Caplan, Bharti, Glaze., & Murphy, 1994; Fisher, 1980; Miracle & Rees, 1994).

These debates complicate the current efforts of ministries of education as they consider the future of physical education within secondary schools. The field is in considerable turmoil. Quebec has reduced the mandatory credits required in physical education within the school curricula despite rigorous opposition (LeBlanc, 1993). Manitoba recently decided to eliminate the mandatory four credit requirement of physical education in its secondary institutions, but after strong lobbying, reinstated a two credit requirement (Janzen, 1995).

In Ontario, the Ministry of Education and Training\(^1\) reduced the number of

\(^1\) The term Ministry hereafter refers to the Ministry of Education and Training in Ontario.
credits required of secondary school students from four to "1 credit in physical and health education" during the early 1980’s (Ontario Ministry of Education, 1984, p. 18). Today, rumours suggest that the Ministry is considering community driven alternatives, such as ‘outsourcing’, for secondary school physical education and co-instructional programs. Such decisions may be prompted both by attempts at fiscal reductions as well as by the Ontario Royal Commission on Learning Report (Bégin et al., 1994) which presents similar alternatives to the status quo of physical education. While recognizing the need for student physical activity and the worth of learning through the physical, the Commission Report suggests that physical education teachers and school coaches could be placed, or obtained from, outside the schools.

Such debate surrounding program delivery and outcomes have no doubt undermined the position and strength of physical education. Even within the ranks of physical education supporters, the disparity of opinion around the content and appropriateness of curriculum has left site-practitioners often feeling burdened and confused and sometimes in conflict with each other (Hendry, 1986). The confusion has not endeared the subject to all of education’s decision-makers as educational restructuring continues.

Yet, the magnitude and importance of school based activity programs (Gaskell, 1995; King & Pearl, 1990) continues to stand in stark contrast to the curricular weighting given to physical education by the Ministry policy manual, Ontario Schools: Intermediate and Senior Divisions (OSIS) (Ontario Ministry of
Education, 1984). Physical education, with all it encompasses in school programming and emphasis under the definition proposed on page one, seems to be entrenched as an institutional mainstay, suggesting that school based programs are based on cultural strength which overrides the surrounding turmoil.

One influential body of research, the ‘effective school movement’ (Bates, 1986; Davis, 1989; Fullan, 1993; Gaskell, 1995; Holmes & Wynne 1989; Musella & Davis, 1991) provides a new source of support for the extracurricular contributions of physical education and, consequently, suggests that such activities should be observed in a new light. Advocates of ‘effective schools’ argue that schools, although they are primarily devoted to academic accomplishment, are also educational communities where focus and energy should be directed toward other essential developmental components. Curricular inclusivity and multifaceted growth and learning opportunities for students are touted as valuable as they relate to one or more of the social, religious, spiritual, moral, artistic and/or physical aspects of life. From this vantage point ‘effective schools’ demonstrate some or all of these ingredients in the mission, curriculum, and culture of schools. Meanwhile, informed educational practitioners utilize this information to improve schools by examining two essential ingredients of school life: students’ curriculum content and the means by which students and staff function and interact within schools (Davis, 1989) which further the interest in, and worthiness of studying, physical education (Gaskell, 1995).

In the public debate about education today, many individuals and interest
groups seem to have strong opinions on what ails the educational system; some even believe they have answers! Yet, do those who propose modifications understand sound policy and research initiatives and have a concomitant understanding of what schools value and foster in the education of our youth? Do the critics really understand the forces at work that shape teacher and student interests and why these forces operate to both guide and limit program offerings? Finally, if programs are to be influenced, adapted, or discontinued, what will be the result within the educational system? These questions are particularly relevant to the future of physical education. This thesis searches for answers.

Amidst a sea of opinion and judgement, physical education teachers seem to possess an apparent occupational inertia, maintaining conviction in their program goals and outcomes while steadfastly holding on to their educational and occupational value structures. Such concepts are analyzed within this thesis using a conceptual framework which has come to be known as organizational culture. Through such analysis, scholars, educational analysts, and practitioners alike are inclined to enhance their understanding of the means by which organizational strength affects student programs. Consequently, worthwhile systemic change may be facilitated.

The following section offers a brief introduction to organizational culture, the analytical tool of this study. This framework directs the research questions which in turn guide data collection, presentation, and interpretation.
**Conceptual Framework**

During the past few decades, the study of organizational behaviour has intensified and, concurrently, subdisciplines of investigation and explanation have developed. One of these areas, the study of organizational culture, points to three broad areas of investigation which guide this research (Baum, 1990; Schein, 1992). First, an organizational culture analysis represents a tool used to assess how organizations often create powerful coercive mechanisms (internal integration) that direct their members. Next, it helps to identify how and why groups deal with external influences (external adaptation) as members perform their daily duties. Finally, and in keeping with the intent of organizational culture research which also attempts to find ways of assessing and improving group productivity, this research looks to provide a means of evaluating change efforts and student based outcomes in physical education settings.

Schein (1992) defines organizational culture as:

...a pattern of shared basic assumptions that the group learned as it solved problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

According to Schein, each organization and group should be thought of as unique, having its own evolutionary path and function(s), yet reflecting the larger culture of the organization or society in which it is formed. Behavioural patterns develop which encompass characteristics such as customs, values, communication patterns, vocabularies, rules, identities, symbols, hierarchies, work patterns, and
power structures which all contribute to organizational or group outcomes. Members of organizational groups, who learn these patterns, develop common and stable identities which often resist even well intentioned change efforts. By extrapolating such concepts within the framework of this thesis, secondary school physical education teacher groups display some or all of these cultural characteristics which anchor group values and behaviour and consequently stabilize educational outcomes, making them resistant to change.

School personnel exhibit common cultural characteristics which are worthy of study within the culture framework (Davis, 1993; Trice & Buyer, 1993; Trice, 1993). Fullan (1993) situates educators as performers within culturally complex educational organizations, stating, "Teachers are major players in creating learning societies, which by definition are complex" (p. 41). Within this cultural complexity, education can be said to have a culture of its own and within this context, various subgroups, with identifiable subcultures, exist (Davis, 1989; Schein, 1992; Smircich, 1983; Trice & Buyer, 1993). Subcultures can exist within specific schools or within academic subject areas as a whole or in part, as for example, the arts areas and programs, the technical and trades areas of schools or, in the case of this study, physical education. Such cultures or subcultures exist as part of a larger system and do not necessarily contribute to a harmonious educational state. Each group may choose to vie for prestige while arguing that they represent a "greater good," especially as each seeks a larger share of declining resources.
Culture(s) within schools provide definition, order, and consistency to daily life (Schein, 1992; Trice, 1993) and, depending on its strength, culture is considered to be the glue that binds any given group together (Schein, 1984). Culture also allows for differentiation between schools, just as subcultures allow for differentiation within schools. Not surprisingly, because the relationship within and between cultures and subcultures, or both, is very complex, and because cultures often have different levels of meaning, occupational groups are frequently misunderstood and expectations related to outcomes may vary substantially.

In emphasizing such cultural complexity, Schein (1992) outlines three layers of cultural data which provide dynamic illustrations of how groups adapt externally, undergo internal integration, and reinforce their program outcomes. First, the most easily identified items exist at the level of "artifacts,...the visible organizational structures and processes" (p. 17). Such items are relatively easy to identify but are often difficult to interpret accurately. Second are the espoused "values,...the strategies, goals, and philosophies of the group" (p. 17). This information, while more complex than that of the artifacts, assists to further define culture. Thirdly, the basic underlying strata is that of "assumptions,...the unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings" (p. 17) of a group. Knowing the assumptions of a group tells us what is important to group members on a day to day basis. Finally, Schein suggests that a group's socialization processes will not only help determine the means by which the group perpetuates its belief system (internal integration) but will also assist in identifying
important group values as they deal with external influences and create group outcomes.

Uncovering information relevant to physical education's contribution within a school's over-all educational culture is germane to this thesis. Such research is in keeping with Gaskell's (1995) advice: "More information and a more inclusive debate about our schools would serve everyone well" (p. 272). It should be noted that by studying physical education as one of many vital educational subcultures, no intent exists to minimize or ignore the remaining academic functions of schools.

This research, in contributing to such a debate, provides needed information about the subculture of physical education which is especially important in light of present attempts to redefine, restructure, and refocus education. Because the forces of change seem inevitable and somewhat aggressive (Fullan, 1993), site-based research such as this is more urgent than ever.

The Problem

More than a century of development and refinement underlie Ontario's secondary schools' educational system. Physical education has long been a part of this developmental process but has recently become a controversial and marginalized subject. Antagonists wish to see the subject ousted while protagonists seek to improve programming and student opportunity. Such is the climate in which physical educators function, yet with such significant exogenous influences, practitioners often stand accused of either not caring about or not
being able to generate, meaningful change that would aid their cause. How and why do these professionals heed certain influences, ignore or reject others, while offering programs that they deem to be relevant and essential within their schools?

To answer such substantive questions, data will be collected and analyzed under the three inter-related headings: ‘Influences’, ‘Reactions’, and ‘Outcomes’. The first two directly relate to Schein’s (1992) definition of organizational culture. The third relates to the mandate of cultural analysis: examining program outcomes with an eye to creating meaningful change.

More specifically, I will first seek to identify that which ‘influences’ secondary school physical education teachers. Secondly, I will attempt to document and analyze their planned and unplanned ‘reactions’ to these influences. Finally, I will suggest how ‘influences’ and ‘reactions’ affect program ‘outcomes’.

The Guiding Research Questions

This study seeks answers to the following:

(a) What external influences2 upon school physical education departments generate reactions from secondary school physical education teachers?

---

2 External influences are those that originate from outside the boundaries of a defined group of physical education teachers—in this case, men’s and women’s physical education departments within two chosen site schools—that generate a substantive group reaction. Influences, not creating internal reactions, are not considered within the study framework.
(b) What is the nature of those internal reactions\(^3\), in the form of professional and planning responses, that are exhibited by physical education teachers?

(c) What related program outcomes\(^4\) have been generated?

Finding answers to these questions through the cultural perspective should enlighten those who have an interest in education generally and in physical education specifically.

**Situating the Problem**

Ontario schools are empowered to develop and deliver a range of opportunities for students (Ontario Ministry of Education, 1984) which are reflective of the goals of the 'effective schools movement' (Gaskell, 1995; King & Pearl, 1990). Such empowerment suggests that influencing and measuring student based outcomes are meaningful. In support of this intention, OSIS (Ontario Ministry of Education, 1984) states:

Schools are urged to help each student develop his/her potential as an individual and as a contributing, responsible member of society who will think clearly, feel deeply, and act wisely. This purpose can be achieved when the school facilitates the intellectual, physical, social, cultural, emotional, and moral growth of each student and develops more fully the knowledge, skills, and aptitudes that each

---

\(^3\) Internal reactions are those actions which tend to be typical of the departments being studied and relate to member actions, both planned or otherwise. Such actions assist in identifying group values and norms and also assist in defining cultural boundaries.

\(^4\) Program outcomes are represented by student participation or interest and are primarily measured through a questionnaire which assesses their habits, attitudes, and values related to physical and health education.
student brings to the school. (p. 2)

Further,

School programs should give emphasis to what the school is best equipped to do, namely, to contribute significantly to the fulfilment of the intellectual, physical, and social needs of the student. (p. 2)

The Canadian Education Association (Gaskell, 1995) endorses such broad objectives by arguing that ‘exemplary’ schools deliver much more than just the academic for the effective educational development of students. The author of the report states,

Any approach to school policy must recognize that the social and the academic aspects are tightly intertwined. To ignore the moral and social parts of schooling and to call for a stronger focus on knowledge, test scores, and provincial examination results is to disregard the consensus that emerges from the schools in this study: that students need to learn a lot more than traditional academics. (p. 86)

Early research in physical education seldom sought to understand individuals as they functioned within their educational settings. Instead, researchers most often focused on the positivistic and pedagogical sides of human performance and learning. Consequently, one can readily find information related to energy systems for high performance athletes, biomechanical efficiency of human motion, the psychological preparation of the athletes, different methodologies for teaching physical skills (Coaching Association of Canada, 1989), and the relationship between population fitness and health care costs (Ontario Sport Medicine and Safety Advisory Board, 1987).

In pointing to the value of studies on human interest, some broad-based
research indicates that participant interest in education should be connected with educational values which "are established by the culture and society in which education takes place" (Voss & Schauble, 1992, p. 112). Such interest, as it relates to student involvement and productivity, must freely develop "with a full sense of wanting, choosing, and personal endorsement" (Deci, 1992, p. 44). Interest is further maintained through the desire and the perceived ability to fulfil personal need and is also a product of, and a precursor to, the development of educational values which in turn are related to the complexities of schools' cultures.

Personal interest is created and maintained by a myriad of influential factors such as a person's class, gender, economic condition, and locality, as well as by relationships with family, friends, and leader(s) (Coakley & White, 1992) with all functions in turn related to the cultures of the groups to which people belong.

When interest connects students with teachers in the educational setting, "relatedness" (p. 59)--a positive connection between students and that which the teacher endorses--takes place. For a percentage of students, relatedness may be developed through the subculture of physical education which is seen as being "important for their maintaining interest in school" (p. 59). If so, through this route, students become full and willing participants in their own educational process. Research must determine how the processes which develop connectedness for both teachers and students alike operate in the physical education context. The means by which such group patterns and beliefs are
sustained and are manifest in student outcomes can be examined through the cultural perspective.

Various authors (Bell, 1986; Evans & Davies, 1986; Hendry, 1986; Kidd, 1995; Kirk, 1986; Robbins, 1995) confirm that site-based research, which may be able to provide answers, has unfortunately been largely ignored. In the words of Kidd (1995), "Scholars need to do a better job in linking up with those on the ground actually providing opportunities in sports, physical activity, health and education broadly" (p. 16).

In offering strong support for site-based inquiry, Perrow (1986) states, "All important social processes either have their origin in formal organizations or are strongly mediated by them; the study of organizations must be at the core of all social science" (p. vii).

Chapter Conclusions

Physical education, and all that it encompasses, has long standing roots in Ontario’s secondary schools. However, as political, economic, and social influences currently precipitate debate about what schools are meant to accomplish, the role of physical education, along with that of other subject areas, comes under intense scrutiny. Well-meaning opponents wish to see it ousted from the curriculum altogether. However, many supporters seek constructive change which would see it continue its vital role, albeit in a redefined manner.

In spite of the controversy surrounding it, physical education remains
integral to the operation of secondary schools where it holds a favoured status with many students, teachers, and administrators alike.

The conceptual framework of the cultural perspective, based on the research and scholarly work of Schein (1996; 1992; 1984), guides this research and seeks to identify cultural characteristics of specified secondary school physical education practitioners. He suggests that culture has three distinct layers--artifacts, values, and assumptions--which in turn describe more in-depth levels of cultural meaning and consequently reveal the innermost workings of such groups. Cultural meaning, in turn, offers stability and direction to group members’ perceptions, thinking, and decision-making. The means by which members become indoctrinated into the deeper levels of culture, provides understanding of how and why physical educators perpetuate their cultural values.

In order to shed light on these layers of culture within two physical education settings, three steps of investigation have been suggested through the cultural perspective. First ‘external influences’ on teachers are identified; secondly, ‘internal (teacher) reactions’ to those influences are examined; and finally, ‘program outcomes’ in the form of student responses are uncovered. All data are analyzed through a cultural perspective.
CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Influences, Reactions, and Outcomes: Basic Research Headings

Organizational decisions are somewhat predictable as they are seldom made independently of a set of group values and norms. In fact, group members interact in customary ways within their professional setting that strongly influence the pattern and manner in which they deal with external influences. Outcomes, the product(s) of group efforts, are also believed to be more predictable than early research suggests. Ott (1989) supports this notion and posits that organizational behaviour and decisions, when measured against the backdrop of organizational culture, bring predictability to the fore.

While internal influences take shape, many important influences emanate from sources external to groups such as the physical educators of the two secondary schools chosen for this study. Schein (1992) indicates that the manner in which such groups adapt to these external influences sheds light on group cultural traits. University physical education researchers and scholars, who operate from convincing theoretical positions, represent one conceivable influence to these groups, but group adaptation methods and internal reactions often marginalize any proposed changes to group outcomes.
Group culture can deflect influences or perhaps interpret them in ways that invite little change in a group's functioning, stability, and deep seated beliefs. Group reactions, the means with which influences are dealt, tend to honour predictability and permanence so group outcomes tend to remain stable. As will become more evident in the next section, such cultural processes act within schools and within physical education departments.

In relating the disappointment of change efforts to the need for appropriate qualitative research in school physical education programs, Evans (1986) states, Without this form of enquiry, endeavours to effect improvement in the curricula of physical education may indeed be as insubstantial as they are short lived and they may result in forms of curriculum change which tamper only with the surface features of teaching, in how it publicly appears, leaving the deep structure of intention, assumption, process and consequently the outcomes of actions largely untouched. (p. 9)

Heeding this observation and in keeping with the three study questions introduced in the first chapter, this research categorizes, collects, interprets, and reports data under three relevant organizational cultural headings suggested by the work of Schein (1992): external influences, internal reactions, and program outcomes. The choice of these categories are reinforced by the authors of a Canadian text, Arnold, Feldman, & Hunt (1992), who base their views on a system perspective. They indicate that organizations receive external or "environmental" (p. 7) input which then enters into a "transformational process" (p. 7) involving group member activities. Finally the input and interpretation processes are confirmed with some form of occupationally and culturally determined "output" (p.
Examining each of these phases brings to light important cultural information and provides a means of illustrating important cultural information.

Insofar as this study is concerned, 'external influences' may arise from various sources such as Ministry policies, a decline in resources, or even through professional physical education affiliations. 'Internal reactions' are identified by the manner in which groups deal with such influences, creating uniformity of response. Finally, 'program outputs', largely measured through a student survey, are defined as the physical education outcomes. The theme of cultural interpretation continues during each phase of data collection and analysis.

Discussion of External Influences and Educational Reform

Expectations of Change--An Educational Constant

Secondary schools have come under intense scrutiny and have consequently suffered significant stress as political, economic, and social influences, emanating from different sectors of the population, impinge upon them. In recent years, one reform effort after another seems to have been the norm (Fullan, 1993; Sarason, 1991), and scholars, researchers, and practitioners alike have been investigating the manner in which institutions deal with such influences.

Within organizations, studying constituent behaviour from the cultural perspective has recently gained credibility as researchers attempt to analyze, explain, and even predict outcomes of change efforts. Consequently, focused educational research and scholarly review have been examining institutionally
based promotion of, and resistance to, educational reform. The evidence strongly indicates that workplace culture has a significant bearing on whether transformational efforts will bear fruit (Davis, 1989; Gaskell, 1995; Hargreaves, Davis, Fullan, Wignall, Stager, and Macmillan, 1993; Hargreaves, Leithwood, Gerin-Lajoie, Cousins, Thiessen, Earl, and Smyth, 1992; Schein, 1992; Trice, 1993). Several examples of change efforts at the secondary school level are worth mentioning and serve to illustrate the intensity, magnitude, and persistence of external 'change agentry' (Fullan, 1993).

In 1984, the Ministry produced educational and curricular reform policies and guidelines which, when put into effect, significantly altered students' course and graduation requirements. As a result, teacher status, as well as that of the subjects they taught, were modified as subjects gained or lost compulsory credit status within the five year secondary school program (Ontario Ministry of Education, 1984). Further curricular change was initiated when the Ministry brought forward The Common Curriculum (Ontario Ministry of Education and Training, 1995) which introduced destreaming into the grade nine curriculum of the province's secondary schools. Although early research is available which examines the implementation of destreaming from the cultural perspective (Hargreaves et al., 1993; Hargreaves et al., 1992), destreaming had not been fully implemented when the Ministry began province-wide deliberations to reduce the duration of the specialization years, grades 10 to OAC, from four to three years (Ontario Secondary Schools Teachers' Federation, 1996).
At the same time, several other important initiatives have been introduced. For instance, over the past two decades, concerted efforts have been made to alter the decision-making strategies used in schools. The rational top down model is now seen as ineffective and exclusive (Patterson, Purkey, and Parker, 1986). As a result, more inclusive and collaborative teacher-based models of decision-making have been introduced (Fullan, 1993). Also, the Ministry tabled an extensive report from the Royal Commission on Learning titled, For the Love of Learning (Bégin, et al. 1994) which recommends wholesale changes to the province’s educational systems such as beginning preschool at age three or placing accountability for physical education within external agencies. No evidence is forthcoming as to whether the Ministry will be incorporating more than a few of the Report’s recommendations, but both initiatives illustrate the extent to which influences, expecting educational reform, develop on a regular basis. One thing seems clear: frequent change efforts threaten the ongoing implementation of continuing initiatives and thwart institutional enthusiasm for new ones.

Sarason’s (1991) treatise, The Predictable Failure of Educational Reform, simply through its title, throws cold water on the change expectations created by so many of these initiatives. Sarason does, however, underscore the need for a fresh perspective in education: he recommends that if planned and anticipated policy and operational change are to take place, "drastic alteration in the way one literally looks and acts in regard to the system" (p. 42) is required.

Cultural studies of organizations in general, and of educational institutions
in particular, are beginning to shed light on overall educational and school based culture. However, in many areas of school and educational operations, such as physical education, related research proves to be sparse. Directed research in this area seeks to understand cultural strength which either permits or limits the change efforts of educators and special interest groups alike. Within this framework, the practitioners of secondary school physical education must learn to cope with, and respond appropriately to, the proponents of change.

Physical Education Influences: Are They Automatically Assimilated?

Physical education, in one form or another, has been part of Ontario’s secondary schools’ curriculum for the better part of the past century (Gurney, 1979). For those who believe in the importance of promoting physical education under the rubric of education, much has been achieved as physical education has become fundamental to both the curricular and co-instructional aspects of schools’ programming (Ontario Ministry of Education, 1984). Recently however, as educational reform continues, some physical education scholars are concerned that the subject may even disappear from the curriculum (Hardman, 1994; Haslam, 1988; Irwin & Pettigrew 1993; Macintosh, 1992; Robbins, 1995). As a remedy, they suggest that physical education must enhance its educational relevance and meet the needs of all students, not just the physically gifted. This would be especially appropriate as physical education receives assurance that it shall remain a mainstay within Ontario’s schools (Globe and Mail, May 17, 1997).

Partly because of this uncertainty, and also because of the external interest
of scholars and special interest groups, site practitioners are regularly offered advice or are entreated to incorporate different or new agendas within the schools in order to produce distinctively different program outcomes. Several examples serve to illustrate such external and putatively transformational scholarly proposals for school physical educators.

Haslam (1996) recommends that physical educators should redesign their curriculum to focus on "the active living movement in Canada" (p. 4). Active living advocates believe that physical education should teach students about their current and future wellbeing along with the concomitant health benefits. By focusing on and promoting active living within the curriculum, physical education would incorporate

...both the physiological and the social, mental, emotional and spiritual aspects and benefits of physical activity. It emphasizes the linkages between the mind, body, and spirit, and the interaction of the individual with others and the environment (Makosky; 1994).

Keays and Allison (1995) write of the concern over declining fitness test results of students and directly relate this deterioration to increasing health care costs. They emphasize the need to incorporate both the comprehension and the practice of fitness in students within the physical education curriculum. In defence of their recommendations, they state, "Children’s daily activity patterns at home, in the community and at school do not provide them with a sufficient level of physical fitness" (p. 62). This position is reinforced by results from a provincial health survey which reveal that youth fitness levels are in decline (Allison, 1990).

Proponents of athletic excellence feel that school based physical education
could prosper through improved linkages with external sporting groups and with provincial and national sport governing bodies (Best et al., 1992; Fisher, 1980; Vail, 1993). Such linkages would enhance cooperation and cultivate sporting excellence within schools' student bodies. In following this vision, secondary schools, with their endless supply of students and with an on-site professional physical education staff, would become a rich resource of talent for those who measure success through sporting excellence.

Finally Bain (1990), in suggesting that physical education maintains a "hidden curriculum," argues for a renewed focus on critical pedagogy to ameliorate social inequities which have been exacerbated through an emphasis on sport competition and a continuance of male dominance through curricular offerings. Carrington and Leaman (1986) take a similar position, they advocate a broader subject perspective to be delivered appropriately to more students. Even though physical education has marginal curricular status, they believe, "It cannot be summarily dismissed as inconsequential, for it is an essential component in gender socialization, playing an important part in differentially shaping pupils' attitudes to their bodies, health, fitness, and physical recreation" (p. 216).

Most often, change sought at the school level is slow or nonexistent as external parties, seeking compliance with their objectives, propose program modifications which seldom influence school practitioners. This ineffectiveness of exogenous influence in creating change should not be surprising as many organizational culture theorists and researchers report that initiating change
through internal processes is also problematic (Carlson, 1991; Davis, 1989; Patterson et al., 1986; Sarason, 1991; Schein, 1992). Depending on one’s perspective, two labels may be used in describing this phenomenon. On the one hand, those who are frustrated with either the lack of change or the pace of change, such as those who seek increased content in lifestyle education within physical education, might refer to the lack of action as intransigent. On the other hand, those who thrive within the programs and who view them as preferable to the alternatives reformers advocate may argue that program continuance demonstrates organizational stability. The predicament reveals ‘two solitudes’.

However, as external change agents are frustrated because their agendas have not been suitably incorporated in schools, critical public airing may result. One interesting example was generated through a Ministry of Culture and Recreation study whose author denounced school physical educators for being noncooperative with the Ministry of Culture and Recreation’s vision and sport objectives (Fisher, 1980). The study, among other things, refers to the relationship between the Ministry of Culture and Recreation programs and like programs organized under the auspices of the Ministry, expecting an automatic synthesis of goals, values, and resources. Its author wonders,

One of the most bothersome questions that keeps arising to any enthusiasts for sport activity for all is why those who would seem to be the perfect allies within the educational system for the promotion and direction of sport have been such small help, indeed in many cases have seemed to radiate a hostility towards more and better sports activity in the schools. (p. 54)

Also,
Why have we and our field and its merits made such a comparatively small impression on the schools and the educational system as a whole? Or, if they would like to frame the question more positively: Where does physical education stand today in the Ontario education system, particularly as a force in support of sport and physical recreation? (p. 54)

Although these quotes are of interest, neither the overt criticism of school based physical educators and their programs, nor the lack of understanding expressed by the Ministry of Culture and Recreation for the goals and position of physical educators, are germane to this thesis. However, the perceived lack of endorsement exhibited by physical educators—even though some have attempted and failed at implementation—to the causes of such outside organizations, in spite of their levels of prestige, influence, or thrust, is of significant interest.

In presenting an explanation for what seems to be a lack of compliance, Evans (1986) writes,

How difficult it is for teachers to accommodate new ideas into their conventional thinking and practice, how severe are the restrictions on a teacher’s time to engage in research and evaluation and how little support is available to sustain and carry through an innovative idea, particularly when teacher research is considered an essential part of the evaluation process. (p. 8)

However, as will be demonstrated, this reasoning only partially explains how and why the influences of change often become inconsequential to physical education.

Two authority levels are responsible for educational delivery at the site schools. First, schools are the basic units of the educational system and consequently represent the basic units of selection. Secondly, subject subunits
exist within each school and physical education is the subunit chosen in each of two site schools. The functioning and the operations of the subunits of physical education are important to the development of this thesis.

As meaningful change is pursued within these structures, Bates (1986) indicates that the study of organizational culture is especially topical because of the movement of governments to transfer authority to individual schools and to listen to community parent organizations. From an administrative perspective, culture needs to be understood in order to interpret internal group dynamics and to initiate meaningful change to the output of an organization as a whole (Arnold et al., 1992; Pang, 1996; Sarason, 1992: Schein, 1992). Also, as schools are re-engineered to be more effective, the study of existing school cultures becomes paramount so that discussions of academic curriculum and results do not damage overall school effectiveness and climate (Carlson, 1992; Davis, 1989; Martin, 1992). Finally, Schein (1996) indicates that organizations and groups are now, more than ever, in need of adapting to rapidly changing environments.

Somehow, school groups, such as physical education departments, must learn to improve their responsiveness to external influences and consider program changes that go beyond the limits permitted by their cultural determinants.

Site Based Reactions: Byproducts of Organizational Culture

Connecting Organizational Culture with Educational Culture

When conceptualized in its broadest sense, culture is that which we know
predicts and projects the collective personality of the members of a very large group such as a country or a people. Adler (cited in Arnold et al., 1992) states that culture in this sense can be characterized as having,

1. Something that is shared by all or almost all members of some social group and encompasses the deepest held assumptions about how the world should function,
2. Something that the older members of the group pass on to the younger members, and
3. Something (as in the case of morals, laws, and customs) that shapes behaviour, or structures one’s perception of the world. (p. 17)

Bates (1986), further situates the concept of culture closer to organizational life, and indicates,

Culture is that system of shared meanings, cognitions and symbols which are expressed in the behaviours and practice of the members of an affiliated group, and which give them social definition and a personal sense of association. Culture is also that collectivity of images which serve both psychological and biological needs through interpersonal interaction and social support. Culture is expressed through rituals, ceremonies, symbols and imagery, all of which serve to reinforce and maintain each other. Culture is a unique and distinct way of life which gives meaning and order to the adopting community. (p. 67)

Before the concept of culture was adopted and applied to the study of organizations, its precursor, the discipline of organizational behaviour (OB), was introduced and taught in North American business schools in the early 1970’s (Schein, 1996). Early research and study in developing OB theory had several shortcomings and its early protagonists, the behavioural theorists, without a firm grasp of organizational culture, presented a fragmented view of the internal workings of organizations. On the one hand, individual psychologists explained the internal workings of organizations by studying individual performance parameters.
On the other hand, occupational sociologists were overly focused on specific occupational group behaviour. Both ignored studying how and why people enter into their professions and subsequently interact with others within and between organizations, and each set of researchers also ignored the potential contributions of the other.

According to a Canadian text (Arnold et al., 1992), the current investigative state of OB has advanced and now focuses on two processes. The first is represented by "the way organizations influence the thoughts, feelings, and actions of their members" (p. 5). The second is understood in "the ways in which behaviour and performance of individual members influence the performance and effectiveness of the organization as a whole" (p. 5). In keeping with evolving developments within social theory (Craib, 1984; Giddens, 1979), reciprocal influence is believed to occur between individuals of the group and within the group as a whole. Yet, for this study, the cultural perspective focuses primarily on cultural indoctrination of the individual, as it occurs in the physical education setting.

Schein (1992) posits that individual behaviour is significantly influenced by the cultures of the groups to which they belong. Members of organizations develop ways of behaving, commonly known as norms, which resist change, even when such change is introduced by group leaders. The cognitive assimilation of these norms by group members and the related visible displays of culture are overt displays of the existence and perpetuation of a group's culture, yet, according to
Schein, a deeper level or meaning of culture exists which acts as a powerful behavioural determinant. This deeper level of culture, when "viewed as such taken-for-granted, shared, tacit ways of perceiving, thinking, and reacting, is one of the most powerful and stable influences operating in organizations" (p. 231).

In identifying the deepest level of culture, "assumptions" (p. 21), and to further the perspective of cultural understanding, Schein (1992) offers a definition of organizational culture that permits cultural studies to focus on smaller functional groups or units within the larger society. His expertise and definition are widely accepted and used by academics who study organizational culture in educational settings (Arnold et al., 1992; Davis, 1989; Carlson, 1991; Frost, Moore, Louis, Lundberg and Martin, 1985; Musella and Davis, 1991; Stevenson and Bartunek, 1996).

Group culture is defined as:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992, p. 12).

Arnold et al. (1992) point out that group culture may be weak or strong depending on the degree of consensus that members share around core values and assumptions. Consensus would be exhibited in a strong culture which by definition has common assumptions and is highly resistant to change (Schein, 1990). Conversely, where consensus around core values and assumptions is low, culture would be deemed as weak and malleable. However, to address a common
misperception, cultural strength is not necessarily related to the quality of outcomes. Predictions related to outcomes, based on cultural strength may be exceedingly inaccurate, and in some cases could be inversely related to cultural strength.

In this study, the concept of culture is further developed to explain the presence of subcultures within organizational subunits. Physical education is treated as a subculture housed within the larger culture of schools.

**Subcultures Within Secondary Schools**

Organizations, whether they are associated with specific products or functions, or both, generally seek to infuse their employees with some common values and goals. Ironically, as organizations attempt to instill common goals in their members, subgroups or subsections often form which share some common cultural characteristics with the host culture but, may also demonstrate their own distinct goals and values which can conflict with those of other subgroups or with those of the host (Davis, 1989). Such conflicts which establish cultural boundaries (Trice & Beyer, 1993) may arise as subgroups vie for attention, status, and resources. Relationships between subject communities within schools often demonstrate such unrest as specialized group members interrelate with those of other subject areas and with the administrative hierarchical group (Davis, 1993; Hargreaves and Macmillan, 1993; Trice, 1993).

Martin (1992) indicates that organizational and subgroup values create differing cultural characteristics which may be explained through three different
perspectives or theories. The first, the theory of "integration" (p. 12), posits that culture brings consistency of meaning and action to the members of an organization, thus the members demonstrate strong patterns of consensus. This type of cultural perspective arises from studies that examine subunits of larger organizations where unity of purpose is common. The second theoretical perspective is "differentiation" (p. 12) which holds that groups can have distinguishable subcultures, often based on specialized types of knowledge (Trice, 1993) that actively separate them from other groups and sometimes from the host culture. In this sense, subunits within educational settings often demonstrate cultures that differentiate one from another (Hargreaves et al., 1993). Finally, "fragmentation" (Martin, 1992, p. 12) is based on the idea that cultural clarity seldom occurs within some organizations in which group members have little stability in attitudes or beliefs, and as a result agreement must be constantly clarified when new problems arise. Fragmentation often occurs where either leadership is ineffective or members have low consensus on group values, or both.

The larger an organization becomes, especially as diversity of purpose and function evolve, so the potential for subgroup formation and development increases. Maanen and Barley (1985) refer to this rational separation of duties as "segmentation" (p. 40). Segmentation may come about for a variety of legitimate reasons, "including functionalization, specialization, automation, professionalization, standardization, and specification" (p. 40), from which internal and external group interaction develops normally and out of necessity. As time
goes on, these segmented groups inevitably develop their own attitudes which can be thought of as a "consciousness of difference" (p. 40) which often acts to restrict intergroup communication. Because group members are often the only ones who define and understand what goes on in their specialized areas, they hold significant control over their own subcultural conventions, thus widening the gaps between groups, especially when intergroup communication is low (Hargreaves et al., 1993).

Schein (1984) indicates that several conditions must be met before a group may be identified as having developed its own distinct culture. He states,

A given group is a set of people (1) who have been together long enough to have shared significant problems, (2) who have had opportunities to solve those problems and to observe the effects of their solutions, and (3) who have taken in new members. (p. 39)

In furthering the concept of subculture within organizational subgroups, Frost et al. (1985) see a subgroup as being made up of

...a subset of an organization's members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all, and routinely take action on the basis of collective understandings unique to the group. (p. 38)

In keeping with these definitions, when the members of a group, such as the physical educators within this study, have developed and passed on ways of perceiving, thinking, and feeling with respect to their mutual experiences, a distinct culture or subculture will evolve.

Davis (1989) indicates that subunits of schools share broad cultural perspectives in which consensus is typical around various cultural characteristics.
It is not uncommon, though, for perspectives and functions to develop around goals and values in one subunit which demonstrate incompatibility with those of other subunits of the school. Conflict may then arise between subgroups, or between a subgroup and the broader cultural perspective of the school. If effective educational change is to take place in this type of environment, Davis states, "It is absolutely necessary, then, to recognize the strengths of the cultures within individual schools, and any move to increase school effectiveness should be understood and supported by those cultures" (p. 119).

Within schools, the subcultures share common cultural characteristics that combine to make up a school's overall culture. However, each subunit will exhibit a certain amount of cultural differentiation that is specific to its function and to its staff. In keeping with this notion and for the purpose of this study, the school is deemed to be the parent culture and physical education is defined as one of a school's many legitimate subcultures which fills a significant role in most schools through its curricular and extracurricular offerings.

In describing the subcultural development and characteristics of school subject communities, Hargreaves et al. (1993) reveal that teacher groups will develop their own cultural meaning as they vie for influence and status in schools.

Subject communities are more than intellectual communities, more even than sources of social identity. They constitute political power bases too. Through them, teachers struggle over issues of territory (rooms, cupboards etc.); resources (student numbers, books, staffing); status and career. For this reason, teachers defend their subjects as well as define them. (p. 8)

Martin (1992) characterizes the relationship that multiple subcultures have
with each other and with the whole as often having "ambiguities and multiple interpretations" (p. 192). This description has credibility and backing within the literature (Arnold et al., 1992; Davis, 1989; Carlson, 1991; Frost, Moore, Louis, Lundberg and Martin, 1985; Musella and Davis, 1991; Stevenson and Bartunek, 1996; Trice, 1993). Just as subgroups possess their own cultures, a framework must be introduced which permits the study of subcultural formation and purpose.

Trice (1993) introduces the idea that subcultures often form around occupational groupings and identifies school teachers as one such group. He states that occupational subcultures develop in such settings for several reasons. First they are historically based within organizations largely because they possess specialized forms of knowledge and distinctive tasks on which an organization relies. Next, they can be powerful within the organization as well as dynamic and opportunistic in that they are capable of taking on new functions and duties should the opportunity arise. Finally, such groups often have unique and specialized training, and as a result insist on controlling their own tasks and ethical reviews. This description of occupational subgroups could also be used to distinguish a subject community within the teaching profession as a separate occupational culture. More specific to this thesis, physical education with its influence and special areas of function is hypothesized to incorporate an occupational subgroup which embraces its own subculture.

The Cultural Perspective: A Conceptual Framework

In studying organizational culture, various choices of conceptual framework
are available (Louis, 1985). However, a focused approach is essential if culture is to be adequately addressed. Should clarity not result, determining meaning within cultural research becomes problematic as circumstances, the researcher’s relationship to the study, and the research methodology may all play a part in confounding the collection and interpretation of data.

Martin (1992), in attempting to synthesize one view of culture from her previously presented perspectives--integration, differentiation, and fragmentation--suggests that a single approach is possible, especially as each of these perspectives is likely to be legitimately present within a single organization at the same time or in sequence. To illustrate her belief that a single perspective is possible, she points to Schein as presenting a single, complex, and objective conceptual framework for studying and analysing organizational culture. However, because of the general obfuscation and complexity of culture within organizations, the interpretation of cultural studies still runs the risk of oversimplification.

Schein (1992) indicates that groups develop patterns of behaviour and integration which demonstrate and reinforce "stability, consistency, and meaning" (p. 11). He also reinforces the idea that members of a group with a common culture are likely to have had a history of shared experiences that elicit common interpretations of meaning. This comes about as all groups must deal with similar problems of "(1) survival, growth, and adaptation in their environment and (2) internal integration that permits daily functioning and the ability to adapt" (p. 11).

Quite reasonably, this reveals two important areas worthy of clarification.
First, how do organizations create and incorporate cultural meaning in their credo and actions? Secondly, how do organizations select and transmit this understanding to new members? In pursuing answers to these questions, Schein’s conceptual framework is fundamental to the interpretation of the research. Also, Evans (1986) suggests that answers to these questions are relevant within the physical education setting.

**Three Levels of Cultural Meaning**

Evidence of organizational culture can be manifest and analyzed at several levels of meaning. Yet, at the deepest and most profound levels, evidence of culture becomes less and less discernible, and thus is increasingly difficult to detect and interpret. Schein (1992) distinguishes three such levels of meaning, listing them from the most tangible to the least tangible. They are (1) the artifact level, (2) the espoused values level, and (3) the basic underlying assumptions level.

Level one, the artifact level, describes the environment that has been constructed by a group which includes the visible behaviour patterns and displays. The next level of culture, a group’s values, describes why such actions have taken place (Schein, 1984) and the third level ascribes meaning to action which is often hidden, even from the actors.

Based on terms introduced by Argyris and Schon (1978), Schein (1992) indicates that levels two and three represent different conceptual levels of values that are present within organizations. They are ‘espoused values’, which represent level two cultural phenomena, and ‘theories-in-use’, or assumptions, which
illustrate level three cultural measures. Schein believes them to describe in order, deeper levels of cultural meaning which may or may not correspond with each other, or with the artifact level. Although levels two and three are often presented as a single level of culture by other scholars (Johnston, 1987; Karpicke and Murphy, 1996; Trice, 1993), Schein (1994; 1992) continues to distinguish them as two levels, espoused values and assumptions. This differentiation continues here and elucidation on each of the three levels of meaning follows.

**Culture Level One: Artifact Level.** The first and most discernable level of meaning is that of "artifacts, which include all the phenomena that one sees, hears, and feels when one encounters a new group with an unfamiliar culture" (Schein, 1992, p. 17). Artifacts are tangible and include,

...visible products of the group such as the architecture of its physical environment, its language, its technology and products its artistic creations, and its style as embodied in clothing, manners of address, emotional displays, myths and stories told about the organization, published lists of values, observable rituals and ceremonies...this level also includes the visible behaviour of the group and the organizational processes into which such behaviour is made routine. (p. 17)

In schools, the artifact level of culture incorporates a myriad of visible factors, such as all facilities and their architecture, rituals and ceremonies, operational structure and teacher promotions, school and curricular documents, and the meaning of specific educational language (Carlson, 1991; Davis, 1989; Karpicke and Murphy, 1996). Ironically, because the artifact level is comparatively easy to observe, efforts at educational reform all too easily deal with this level rather than address the deeper cultural levels which have produced such artifacts.
Davis (1989) indicates that educational and school policies and procedures, thought to foster change, are often directed at this level because the problems and the displays of intervention are conspicuous. However, solutions at this level are perhaps the least effective as they seldom influence or change the values or assumptions where more profound change must be made to be truly effective and worthwhile. Because of such repeated and superficial intervention, artifacts most often reflect the external influences which seldom focus on or induce change at the values or assumptions levels of culture.

Examples of educational change are common at the artifact level as new curriculum documents are passed down to schools or as graduation criteria are altered by the Ministry. Yet neither intervention is likely to influence the operational cultures within schools. A further and well known example may be meaningful to the development of this thesis. Within the subject area of physical education, a board of education might have a policy which stresses that physical education specialists must teach physical education. However, principals must solve school-wide staffing problems, and as a result may use teachers from other subject areas to fulfil this function. Within a school, as part of a cultural mind set, a principal may in fact assume this to be an adequate resolution in staffing physical education classes. This practice is reportedly not uncommon (Fisher, 1980; Macintosh, 1992).

As part of the artifact level, Karpicke and Murphy (1996) suggest that
school rituals, such as yearly athletic banquets or graduation ceremonies, are important in schools as they reinforce meaning. As such, physical education programs stand to benefit by maintaining rituals where student participation in the programs is regularly reinforced and recognized (Hall, Slack, Smith, & Whitson, 1992; Macintosh, 1990). Teacher and student efforts and values are reinforced through recognition programs which in turn reinforce cultural meaning as in such areas as physical education.

Rituals evolve for a variety of reasons. For instance, they may have been introduced as responses to age old problems or, according to Schein (1992), as anxiety-avoidance mechanisms. Also, schools may have experimented with rituals until they produced positive results (Davis, 1989). In both situations, the original causes may be long forgotten, yet the rituals remain.

However, school rituals may be inconclusive in illuminating a school’s culture in that many of them may represent past and outdated values which have long been forgotten.

Culture Level Two: Espoused Values. Generally speaking, the actions or beliefs that form the foundation of group values began at some point in the history of the group and became part of its shared value system. For an action or a belief to be transformed into a value, it must have received "physical or social validation" (Schein, 1992, p. 20), which means recognition by the group as the correct and most reliable way to behave. Values serve "a normative or moral function" (p. 20) as they direct old and new members in the proper manner to conduct themselves.
Put simply, level two culture can be measured best by learning what teachers espouse.

At the values level of educational culture, effective schools, as defined by the effective schools movement, have many subcultures which may conflict both with each other and with the school’s main administrative culture (Davis, 1989; Schein, 1992; Trice, 1993). However, a paradox exists as this apparent contradiction to consensus and concordance often creates confrontation which in turn prevents school values from slipping into unexamined assumptions where they cannot be discussed without creating organizational angst.

On the effect of changing an organization’s values and assumptions, Davis (1989) states, "Once a new set of values and assumptions emerges in an organization, its visible manifestations will help to confirm and consolidate the new structure" (p. 117) which is manifest at the artifact level.

Educational values may centre around program excellence, full development of student potential, or stipulate the importance of individual and group rights and responsibilities (Karpicke and Murphy, 1996). Although individual members of school communities do not necessarily share the same cultural vision, generally speaking, enough consensus must exist before group members are able to verbalize a core set of values. In this vein, physical educators, as part of an educational subset who tend to represent the schools of a single board throughout their career, are likely to demonstrate such common values. Also, teachers, from other subject areas, who become involved in extracurricular activities may begin
by expecting, or learn to expect, tangible or intangible rewards, or both. Regardless, they often come to endorse many of the espoused values held by the subject specialists.

Culture Level Three: Basic Assumptions. Once values have been validated repeatedly by group members, they become accepted. Then little need remains for their regular expression which in turn often leads to their concealment, even within the group. In fact, most of the members of a strong cultural unit will eventually incorporate such values into their subconscious because the repetitive success of certain actions has made the enunciation and defence of these values unnecessary (Schein, 1984). These values, turned assumptions, most often demonstrate consistency and compatibility with each other.

Assumptions serve to stabilize much of organizational life for members. They motivate members to deal with both internal and external influences which seek change while stability remains a paramount objective. Assumptions may also be thought of as thought and action stabilizers. Resulting stability causes resistance to change and "learning [becomes] intrinsically difficult because the reexamination of basic assumptions temporarily destabilizes [the] cognitive and interpersonal world, releasing large quantities of basic anxiety" (Schein, 1992, p. 22).

The measure of an organization's culture at levels two and three could show reasonable harmony on many issues. However, should culture levels two and three not be in harmony and this discrepancy is exposed, individual or group
cognitive dissonance⁵, manifest in the form of anxiety, often results (Carlson, 1991; Davis, 1989; Schein, 1992). Group members seldom like to be presented with evidence that brings assumptions to the surface and then questions their validity.

Several examples of possible assumptions may serve to illustrate just how deeply they operate. Teachers may assume that those external to schools and education could not possibly know and understand school operations well enough to recommend or initiate valid change. More specifically, physical education teachers may believe that the extracurricular programs are fundamental to the sensible operation of a school and removal of these functions would diminish the breadth of student experience and learning. Within this research, evidence suggests that this is the case.

When all members of a group operate with the same set of basic assumptions and these assumptions are not challenged, group members remain comfortable with the "cognitive stability" (Schein, 1992, p. 23) which the assumptions provide.

Organizational Socialization/Enculturation

Individuals, upon entering into occupational groups, are confronted by the prevailing work culture (Trice, 1993; Trice & Beyer, 1993). Reportedly, they may already have some awareness of their new culture from past experience and

⁵Arnold, Feldman, and Hunt (1992) indicate that cognitive dissonance is often created when individuals receive information which is contradictory to their currently held belief(s). Individual reactions, however, vary.
education, or they may be entering an occupation relatively ignorant of their new situation. But, if they are to be accepted as bona fide members of the organization, they must learn the processes by which members associate with each other, maintain their internal relationships, and relate to those external to the group. Socialization into a subject community of a school means being indoctrinated into its traditions, teaching methods, learning behaviours, and contextual categorizations (Goodson, 1983).

Several explanatory terms have been generated which describe the phenomenon now known as either organizational socialization or enculturation. Schein (1992) believes enculturation processes divulge "internal integration" (p. 70) and "external adaptation" (p. 12); other educational scholars often refer to it as induction (Knowles, Cole, & Presswood, 1994; Mager, 1992), while Trice (1993) calls it occupational socialization. Regardless of the term used, effective organizational socialization processes ensure the perpetuation of a group's culture which includes both its obvious and concealed manifestations. Against this backdrop of cultural learning, teacher effectiveness, competence, and compliance are measured by other group members who already know, understand, and apply cultural norms as a contextual measuring tool (Davis, 1993; Mager, 1992, Schein, 1992; Trice, 1993).

Early educational theorists portrayed teacher behaviour, developed through learning coping skills in teaching, as rational and alterable at the conscious level, and at least one recent study in physical education follows this path and portrays
teacher behaviour as individually determined (Ennis and Chen, 1995). Recently however, an examination of educational enculteration processes suggests that teacher behaviour is influenced significantly by powerful and complex mechanisms often operating at the subconscious level. Discovering culturally determined beliefs and actions and identifying early school work experiences are means of identifying these enculteration mechanisms (Goodson, 1983; Knowles et al., 1994; Kroma, 1984). Perhaps the culturally defined "zone of safety" referred to by Rovegno (1994) partially describes the social environment that physical educators also define, sustain, and protect.

The processes of cultural development and transference which are exhibited by groups are categorized by Schein (1992) and are deemed relevant to the study of organizational culture. Those which are relevant to this study are introduced and briefly discussed below. (For a full listing, see Schein, 1992, p. 70.)

**Conceptual Categories and Common Language.** Group members must be able to communicate with each other using language that is understood concerning topics which are deemed to be relevant. Schools and their internal subject areas are no exception as each particular subject area has conceptual categories and a language of communication. Physical educators reportedly share such common conceptual categories and language which act to reinforce patterns of thinking and practice, yet ironically interfere with the generation of new ideas (Almond, 1986; Kirk, 1986; Sparks, 1986).

Conversely, a lack of common language between subgroups of an
organization often inhibits communication and the development of a common organizational culture (Stager, 1993); reportedly this is typical among the subject areas of secondary schools (Hargreaves et al., 1993). Exceptions may occur, though, as staff are brought together through common interest, such as that found through extracurricular involvement or during professional development activities. By learning a new language and by broadening their conceptual framework, a wider net of socialization is cast. Whether within small subject area groupings or through larger school wide groupings, members avoid anxiety and confusion when they learn the language and understand the conceptual categories required for socialization within an identified cultural group.

Of the problems created through an inability to maintain this important process of cultural development and understanding, Schein (1992) states,

If several members of a group are using different category systems, they not only cannot agree on what to do but will not even agree on their definition of what is real, what is a fact, when something is true or false, what is important, what needs attention, and so on. (p. 72)

Integrative mechanism and common culture forms develop within groups as early leaders initiate, use, and perpetuate the categorization, language, and norms of a profession. Occupational language therefore becomes accepted as valid and is then used extensively by group members. Often a teacher’s personal biography will reveal the early development of, and aptitude for, current professional and subject attachments (Davis, 1993). This type of assessment may reveal that enculturation within the language and conceptual categories of an occupational group began years before the start of a person’s working career. Incorporated
within language, where strong occupational culture plays an important role, group members almost always demonstrate high levels of emotion and passion for their work (Trice, 1993). As evidence suggests, this process of occupational subculture formation is typical within the subject area of physical education.

Member Criteria for Inclusion and Exclusion. As a group reaches maturity, induction processes develop which permit members to judge those who are to be included, or excluded, from the group. Such processes are based on relevant rules, norms, and assumptions of a group’s culture. Bell (1986) reports that physical education teachers display such group enculteration procedures as they vie for recognition and promotion.

During the developmental stages, group members investigate parameters of inclusion, and many trials may be made before an understanding and acceptance of criteria evolve. In revealing how new members are judged, and why they may or may not be accepted, discloses some of a group’s most important assumptions (Schein, 1992). Career paths of long standing members also hold keys to discovering further membership requirements. Should members be identified who are closer to, or further from, the group’s centre, "differential treatment rules" (p. 77) may also be revealed.

After teachers are hired, the primary enculteration processes to school life take place during the early years of teaching. These years are often very stressful as a great deal is expected of new teachers, both in the classroom and as they volunteer to supervise extracurricular duties (Ennis, Ross, & Chen, 1992; Woods
Partly because of this stress and also because new teachers fear disapproval for not following established departmental patterns, a breakdown of a novice teacher’s entrance values is not uncommon. The criteria of entrance and further acceptance are reaffirmed as teachers accept the culture and continue to learn, through the informal induction process, common strategies for reducing work related stress.

Teachers’ choices and actions may also be understood by looking at their personal histories which include their early experiences as students, their pre-service education, and their early years of school enculturation (Davis, 1993; Knowles et al., 1994; Trice, 1993). Consequently, cultural elements in education may be revealed around the values and assumptions which teachers hold, and perhaps held, as they entered the profession. By identifying group norms and standards, the rules which allocate trust, rewards, and status are revealed as group members are eventually designated as ‘insiders’ or ‘outsiders’. The deepest assumptions and knowledge of status which profoundly influence group behaviour are reportedly reserved for the most important insider positions.

Several factors which may influence an individual’s inclusion into a group are, prior education and experience, perceived competence, knowledge and acceptance of a group’s language and conceptual categories, and compliance with any other normative parameters which a group deems essential. By demonstrating competence and compliance with these parameters, inclusionary, lateral, or even vertical movement to prestige positions may be achieved. Should members of an
organization, such as a school with multiple units, demonstrate mastery of the acceptance criteria of more than one group, they may in fact gain acceptance into, and identify with, more than one subcultural group (Davis, 1993). Teachers reportedly can enhance interdepartmental communication and cultural sharing by being members of more than one subject group (Hargreaves et al., 1993), something which seems common to physical educators and teacher-coaches.

**Allocation of Power and Status.** The development of a group hierarchy is essential to the stability and continuance of most groups. Each member, in knowing the structure, knows who has power and influence and learns the processes by which important decisions are made and why. When hierarchial patterns are known, members are afforded a certain measure of security as they realize that they, and others, have access to an acceptable means of dealing with issues of importance. Most importantly, members know and understand the means by which they can improve their status and position and also be aware of and avoid the sanction criteria for those who do not meet group norms (Schein, 1992).

Teacher preparation courses focus on that which a novice teacher requires and depends: pedagogical theory and methodology (Woods and Earls, 1995). Yet, this preparatory work is often eclipsed as novice teachers, in their new environment, soon realize they should be perceived as cooperative and supportive of the surrounding hierarchy while being responsive to the circumstances of the school environment. Teachers, if they are to be compatible with the school
cultures around them, must fit into the context of the school and assume a role that is commensurate with their status and the structure around them. Physical education teachers, reportedly, are also strongly influenced through their membership in such an hierarchy and wish to be perceived positively, partly for promotional purposes (Bell, 1986).

Of power and status within schools, Goodson (1984) states, "The historical context, of course, reflects previous patterns of conflict and power. We need to understand power in education...we need to develop cognitive maps of curriculum influence and curriculum constraints" (p. 54). Personal status, in the present, is allocated based on these past struggles as teachers attain subject identification, resource allocation, and associated career expectations which ensue as the perceived needs of the students are fulfilled (Davis, 1993; Goodson, 1984). Should Schein's theory hold, new group members become well aware of the status positions, status subjects, and status duties and consider this process of identification with the group a very serious matter. Beginning physical education teachers can look to the physical education and administrative structures of the Board as well as to the athletic associations' hierarchies for assistance in understanding these patterns.

Allocation of Reward and Punishment. As a group goes about its business, systems develop which allot rewards for approved conduct and production. Conversely, sanctions evolve in order to deal with those who do not follow the rules and customs of the occupational group (Schein, 1994; Trice, 1993; Trice &
Rewards have short and long term effects. For instance, praise, recognition, and awards can be considered short term rewards. Promotion and allocation of status positions are considered as long term rewards. In many organizations, salary is considered to be important, but in the teaching profession, it is also aligned with years of service and therefore is less influential as a reward.

Punishment in many groups, such as banishment from a group, may be very obvious. Less severe means of sanction are seen when members are: passed over for promotion; moved to what is perceived as a less important subunit of the organization; allocated tasks of lesser importance; or ostracized from the inner circle of a group where inside information and status are preserved.

Rewards are symbolic of "acquired social 'property'" (Schein, 1992, p. 87) and reveal who the important and even "heroic" (p. 88) people are, and have been, within a group. Rewards in occupational groups can also be meted out in the form of alternate structure roles and positions such as those related to the professional association of the members (Trice, 1993). As will be identified, physical educators also fill roles whereby they share insider status or, conversely, occupy a role outside of the high status members.

Managing the Unmanageable. In education, crises may not be common, but when they occur the method by which they are managed may also reveal a great deal about the assumptions which operate within a group's culture. Schein (1992) indicates that the means of resolution often divulge information about an
organization’s ideology, "a set of overarching values that can serve as a prescription for action vis-a-vis other groups and the broader environment" (p. 89). For instance, extracurricular activities may traditionally be offered at nominal costs to encourage the participation of even the poorest students. Such an ideological position may be threatened as educational costs rise yet physical education leaders publicly defend this position. Members can often take guidance from such moments as they reinforce what an organization or group deems to be important. Crises of this nature can also serve to reinforce the value of occupational subgroups to the overall organization (Trice, 1993).

Stories about crises and their management and resolution are significant to group members and often serve notice to both insiders and outsiders as repeated reminders of what the organization believes to be important. In times of financial crisis, current examples of positive intervention by physical educators, on behalf of physical education, serve as examples of crisis management. One such example has been provided within this study as physical education heads defended teachers’ rights to free parking at their schools. Such action was based on the belief that charging such a fee would curb teachers, who do not teach physical education, from volunteering as teacher-coaches.

A Caveat on the Cultural Perspective

The study of organizational socialization should not ignore ‘individual will’ as it directs decision-making, sometimes shifting it away from group norms. Giddens (1979), a leading social theorist and proponent of this view, indicates that
individuals within their social environment(s) make decisions which may not necessarily harmonize with social expectations. People, not only reproduce social forms and functions, but also masterfully influence these same social constructs to create social change.

Schein (1997), in adapting this notion to the field of organizational culture, feels that healthy organizations must channel this energy and encourage individuals to creatively and sensibly react to internal and external change. While enculteration pressures remain powerful, now positive cultural deviance is also seen to be important. "The long-range adaptability of the organization will depend upon its ability to perpetuate the core elements of its culture through socialization processes, while maintaining enough slack to allow for the evolution of new cultural assumptions to take into account new ideas" (p. 3).

In keeping with this counsel, this study not only examines organizational socialization but also seeks to identify individual change efforts, especially as they function to reduce personal or organizational anxiety and insecurity.

Outcomes: Reflective of the Cultural Perspective

All organizations have goals, and members are brought into organizations to assist in the development of outcomes which demonstrate the accomplishment of these goals (Arnold et al., 1992). However, complex organizations present problems in that the number of goals and outcomes, defined or otherwise, often expands, becomes obscure, and demonstrates increased complexity as time goes
on.

Several factors act to exacerbate the action related to competing, conflicting, and changing goals. For instance, subgroup goals may drift away from those of the main organization or from those of other organizational subgroups (Davis, 1989; Schein, 1992; Trice, 1993). Also, as exogenous influences change over time, groups often adapt to meet the needs of a changing market place or to accommodate or placate external influences (Arnold et al., 1992). Finally, groups, by not constantly redefining their goals, sometimes simply drift away from that which they originally intended to accomplish (Trice, 1993).

Assessing the appropriateness and effectiveness of organizational outcomes which directly relate to organizational goals, intended or otherwise, can be very problematic, especially when relating to public institutions such as schools (Arnold et al. 1992). Several factors act to complicate the task of effective assessment. Choosing the goals which are to be assessed depends on which groups of people are performing the assessment and what they determine to be the highest priorities. The method of assessment will reflect the assessor’s priorities and may not be in agreement with the methods that others might choose. Perspective on the method of assessment and choice of outcomes may vary as widely as the number of groups which have a stake in, and wish to assess, the organization’s effectiveness. According to Arnold et al. (1992), an organization or group may be assessed on outcomes related to parameters as diverse as profitability, growth, resource acquisition, adaptability, innovation, productivity, satisfaction, and
societal legitimacy (p. 12). Also, the method, rigour, and focus of an assessment will change as societal foci change. For instance, it makes a difference in an effectiveness study if an environmental impact assessment was done on an organization thirty years ago as opposed to today: researchers are likely to study different concepts in each period. Finally, the means of comparison used in conducting an outcomes assessment make a difference in determining whether success has been achieved. For example, an organization's methods and outcomes may be measured against the performance of other like organizations, against its own past performance, or against selected performance parameters.

Secondary educational institutions and systems are complex organizations. Therefore assessing the effectiveness of goals and outcomes is very problematic (Holmes and Wynne, 1989). Within the area of physical education, the conundrum is not mitigated as scholars repeatedly demonstrate their own perspective in assessing school based goals and outcomes and often confuse the public perceptions of what physical educators are supposed to accomplish (Bain, 1990; Hall, Slack, Smith, and Whitson, 1992; Ontario Royal Commission on Learning, 1994).

Insofar as this thesis is concerned, choosing a perspective of presenting and assessing outcomes is problematic as analyzing outcomes from every perspective is an inconceivable task, perhaps not to be accomplished even in a life time of research. Therefore the assessment of outcomes remains necessarily focused on supporting the purpose of this research--determining the cultural nature of
reactions within physical education teacher groups. In this sense, outcomes data are collected which aid in assessing the cultural within two physical education departments as well as the adaptability and responsiveness of these groups to influences which emanate from external sources.

While studying outcomes is problematic, such data are in keeping with the purpose of cultural studies: shedding light on the end product of organizational efforts. Although they offer limited perspective, student participation rates in various related physical and health education activities are quantitatively examined by using parameters suggested the Ministry policy document, *Ontario Schools: Intermediate and Senior Divisions* (OSIS) (Ontario Ministry of Education, 1989). Attention is given to the areas of physical and health education, co-instructional programs, and program effectiveness of physical educators which lend support to the cultural perspective and aid in the assessment of physical education within schools. In isolation, these data are not of much value, but when combined with influences and reactions data, identification of cultural values, strength, and adaptability becomes a more rounded process.

According to Bates (1986), schools need to "market themselves in a way which would attract and retain students and to offer a curriculum and extracurricular activities which ensure some degree of success, both at the level of formal schooling and in terms of career prospects" (p. 71). While it is impossible within this study to completely assess how physical education contributes to this process, a cursory assessment of outcomes, by measuring
student participation and interest in the various programs, will enlighten the researcher and the reader alike. Readers may also determine for themselves whether the outcomes have meaning from other perspectives.

Chapter Conclusions

In order to examine physical education through a cultural perspective, and in keeping with orderly system analysis, the categories of influences, reactions, and outcomes have been chosen to maintain an orderly framework for data collection, presentation, and analysis. Since cultural studies examine the interpretive and interventionist strategies of organizations as they deal with influences while producing outcomes, an in depth analysis of reactions to transformational influences is germane cultural understanding.

Proposals emanating from external sources, implore change within physical education. Yet, those making the proposals, hoping to be influential, are often disappointed by the lack of change at the local setting. Quite realistically, some influences produce significant results while others have little or no effect. The task then of cultural analysis is to determine why some influences are deflected while others have a somewhat predictable effect upon outcomes.

As the government and the public require secondary school education to be more responsive to, and meaningful for, students, understanding the reactions of educators to various influences is vital for improving education. More specifically to this thesis, if positive and predictable change is to be implemented in physical
education, the factors which influence physical educators’ decision-making must first be uncovered and understood.

In this vein, as organizations mature, they develop cultures which stabilize the thoughts and actions of group members. Cultural norms become evident which then take on meaning as they are integral to a group’s external adaptation and internal integration. As norms become valid, they are taught to new members. Strong cultures are anchored to such defining norms while weak cultures’ norms change with the tide.

As organizations expand, subgroups tend to form which in turn develop their own cultures. In the secondary school educational context, physical education is deemed to be a segmented and distinct subgroup whereby group members have developed mutual experiences and ways of perceiving, thinking, and feeling, which they share and revere. While physical education culture is not exclusively held by physical education teachers, to some degree it is also shared by staff members who have some form of business or influence within physical education as it allows communication and meaning to stretch across subunit boundaries. In fact, this thesis proposes that physical education is an occupational subgroup within education which carries with it specific occupational cultural characteristics.

Within Schein’s (1992) typology, three distinct levels of culture exist. First, the artifact level, the most obvious of the three, describes the visible products of a group such as course materials, physical surroundings, emotional displays, myths, rituals, and ceremonies. All of these factors describe the processes which
give meaning to the daily, weekly, monthly, and yearly routines. Secondly, espoused values of a group define a deeper level of culture. Such values act to guide group members in their daily activities and to inform outsiders of group beliefs. Finally, and at the deepest level of culture, lie assumptions which operate at the subconscious level of group members. Assumptions, which began at some historical point as espoused values, descend into this often hidden level of cultural meaning--also known as 'values in action'--yet remain the strongest guides to the thoughts and actions of members. They are also not necessarily understood or even noticed by group members.

As new members enter into groups, they go through integrative or enculturation processes which, when passed through successfully, assist members to know, understand, respect, and copy the cultural norms of a group. The categories of enculturation which give meaning to new members are: group conceptual categories and common language, criteria for inclusion into or exclusion from the group, the means for allocation of power and status, the means of allocation of reward and punishment, and the interpretation of the means by which leaders manage the unmanageable.

Finally, this thesis examines outcomes as a consequence of influences and reactions within two secondary school physical education departments. Admittedly, the determination and measurement of outcomes is problematic as multiple frameworks and measuring tools are available. However, data are collected on students' participation habits and attitudes as they relate to the
program areas defined by OSIS, and such data are used, where possible, to assist in analyzing the strength and productivity of the cultures in question. Outcomes of strong cultures may not be constructively changed without a respectable understanding of their evolution, norms, and boundaries and without an acceptance of the need for change by group members.
CHAPTER THREE

METHODOLOGY

The Research Design--An Introduction

To act as a guide to the collection and presentation of data for this study three subproblem areas are identified under the headings of Selected Influences, Reactions, and Outcomes. Data were then gathered which illuminate these subproblem areas by providing anecdotal accounts which reveal aspects of organizational culture.

Data about each subproblem area are presented separately in Chapters Five, Six, and Seven respectively. Chapter Four introduces the site facilities and staff so that interpretation of data related to the study questions may be measured against this backdrop. Even though the conceptual separation has simplified data gathering and presentation, the thread of subproblem relationships remains intertwined as site based processes seldom reflect a direct linear progression from a singular external influence through a site-based reaction to a school-based outcome.

The following three subsections briefly introduce the study’s methodological intentions for each of the subproblem areas. The data gathering design and related problems are then addressed in greater detail.
Data Collection for Subproblem #1

The Question. What external selected influences upon school physical education departments generate reactions from secondary school physical education teachers?

Initial attention was focused on the identification of and selecting of influences which operate, first, in physical education in general, and secondly and most importantly, at two selected secondary schools within a board of education (the board). In order to develop an early sense of influence potentiality, related literature was reviewed in the area of school physical education. Domains explored in the review included:

- related research and scholarly publications;
- provincial ministry policy documents;
- other government documents and initiatives; and
- board documents produced in response to Ministry initiatives.

As well, interviews were conducted which served to identify and verify the operational influences at the study sites. Site based observations also served this purpose. When further clarification of influence was required, interviews were requested with persons external to the study sites who were knowledgeable about influences within the board in general and in the site schools in particular. When necessary and for clarification purposes, interviews were sought with persons connected with potentially influential external agencies.

Interviews were held with the following persons:

- school specialists such as site physical education heads, physical education teachers, other involved staff, site administrators, and students;
board physical and health education consultants, other teachers or administrators within the board; special board events which involved physical educators from the site schools; and personnel associated with selected environmental institutions.

Data Collection for Subproblem #2

The Question. As a result of the noted external influences, what internal reactions, in the form of professional and planning responses, are exhibited by physical education teachers?

During the search for influences, physical education staff reactions were often recorded or made known through observations. Curriculum documents at each site were also identified as reliable sources of information about reactions. Uncovering connections between site personnel and selected external influences also assisted in verifying both influences and reactions which operate at the study sites.

While focusing on reactions, data were gathered from the following sources:

- site school physical and health education curriculum documents;
- school and board personnel, including the subject consultant, site schools’ principals, physical education subject heads and teachers, and teachers with extracurricular responsibilities;
- other teachers;
- selected students; and
- site observations of classes, activities and special events.

Data Collection for Subproblem #3

The Question. What related program outcomes have been generated?

Outcomes are defined as existing within the schools and are student and
program based. They are largely represented by patterns of student participation, focus, and achievement in physical activity programs and are, in theory, strongly influenced by teacher reactions.

Several equally important methods of data collection were implemented. Data gathering took place through:

- a student-questionnaire administered at each of the site schools;
- interviews with site personnel such as teachers and especially students; and
- observations of student physical education classes and extracurricular activities at each site.

**Methodological Development—A More Comprehensive Statement**

Evans and Davies, (1986) report on methodological developments as they pertain to studies within physical education settings. They advocate that ethnographic research is essential because, historically, other research methodologies do not reveal enough worthwhile background information about the culture of physical education. Cultural studies, in attempting to fill this void, seek to discover the "complexities of teachers' cultures and actions and intentions and their relationships with forms of curricular organization and content, the organizational contexts of schools and the societies in which they are located" (p. 29). Also worthwhile in the cultural context is the uncovering of a group's culture as it directly affects "decision-making outside and above the classroom in the department and broader school and administrative contexts" (p. 30).

To best accomplish this, Evans and Davies (1986) recommend the development of an interpretive research approach, developed under the broad
headings of ethnographic and anthropological design. Research, thus conducted, reveals meaning about the culture of physical education.

Traditional research designs of ethnography and anthropology are, understandably, time consuming yet have contributed significantly to the development of organizational culture studies (Schein, 1993). Evans and Davies (1986), in suggesting suitable adaptations therefore recommend the development of adapted methodologies which are more closely related to case study methodology. By focusing on such adaptations, and because of time constraints which limit a complete ethnographic study, more than one technique has been incorporated within this thesis in producing an "illuminative evaluation" (p. 32). Finally, Evans and Davies believe that a sound research design should describe teachers of, and understand teaching within, physical education, "historically, organizationally, institutionally and intentionally" (p. 33). The study design seeks to achieve this end.

Carlson (1991) also supports the use of the case study approach in delving into organizational culture. He reports that through this technique, Steinhoff and Owens have developed an inventory protocol which investigates group culture. Identified areas for investigation are "significant historical events, functional values and beliefs, common stories, important expectations, rituals, past and present heros and/or heroines, and the one best metaphor for describing a school" (p. 54). These concepts are worthy of investigation within the subculture of physical education as it often permeates the broader educational culture of the host.
Musella and Davis (1991) support a research approach which seeks to illuminate institutional culture(s). "Understanding of the culture [is] necessary before any assessments of the need for change and/or initiation of change [is] undertaken" (p. 291). In this regard, they too support the case study approach in educational institutions whereby data collection includes "(i) interviews; (ii) questionnaires; (iii) observation of trustee and staff activities; (iv) review of board documents; and (v) participation in professional development activities and selection and promotion procedures" (p. 291). Each of these investigative techniques is implemented in an orderly fashion by following the line of investigation suggested by the three study questions.

In order to study the educational subculture of physical education, the research design seeks to identify important school and board related artifacts and to uncover some of the selected groups' values and assumptions (Schein, 1992). These conceptual notions are clarified within the review of literature in Chapter Two.

Both quantitative and qualitative methodologies are employed in this study and both serve to describe the physical education subculture in two secondary schools within the context of a broader board-wide subcultural phenomenon. The qualitative study segment makes use of the case study approach which demonstrates adaptations of a critical ethnography by Simon and Dippo (1986). The quantitative element of the study is represented by a student questionnaire (Appendix A). Data are exposed and presented using the principle of triangulation,
accessing multiple sources of data (Yin, 1989), which "centre on and make topical both the actual practices and points of view of people within an organized set of social relations" (Simon & Dippo, 1986, p. 195).

Most important to ethnographic and case study research in general, and to the adapted research design of this study in particular, is the ethical protection required of the organization and groups being studied. The researcher must respectfully limit intervention and also must protect the organization's integrity (Schein, 1992). Hopefully, this has been accomplished.

**Researcher’s Point of Departure**

As the researcher, I was the essential information gathering tool for the qualitative segment of the research. I therefore provide the reader with a brief description of my vocational and avocational background so that the nature of any bias which I may have carried into this research is disclosed. While bias within research is something of which to be mindful, I must admit that during the research, some of my prior opinions were reinforced while other beliefs were unexpectedly challenged and perhaps transformed.

My professional career began in teaching within urban secondary schools of Ontario where I taught physical education and science for seven years. During that time, I taught classes, coached school teams, and for the first five of the seven years, pursued my own national and international athletic endeavours. After retiring from personal competition, I maintained my teaching position and
continued with other volunteer school duties but replaced my old avocation with coaching and developing club based high performance athletes. This pattern culminated two years later when I accepted a management position with a university athletic department. The new-found flexibility of this position allowed me to better mix my professional career with my avocational career of coaching.

After nine years of managing, teaching, and coaching at the university, I renewed my education while maintaining my ongoing vocational and avocational commitments. Four years later I retired from coaching at all levels in order to pursue further studies, of which this research is the culmination. I also attained Coaching Certification within the Coaching Association of Canada which culminated with my completion of the highest level: Level V. However, my greatest source of personal pride came as student-athletes successfully mixed academic and athletic pursuits.

Currently, I remain employed at the university where I am now a supervisor of multiple student sport groups which are largely student administered and funded.

Because of my experiences, I have come to believe that physical education and sport are integral to Canada’s culture. Within this context, I have also come to realize that physical education, as an educational subculture, is integral to secondary school culture as well as a vital component of school curriculum\(^6\). I

\(^6\) In support, The Globe and Mail, May 17, 1997, published an announcement by Mike Harris, the premier of Ontario, that daily physical education is to be part of every school’s curriculum.
have learned to appreciate the multiple perceptions that the public may have of physical education.

Selection of the Study Sites

For the study, a large urban board was chosen which has strong historical roots in physical education yet faces the typical pressures of modern urban boards. I had virtually no prior familiarity with individuals in the board, thus reinforcing the neutrality between the researcher and the study sites’ personnel.

The board’s subject consultant responded favourably to the research being conducted within the board. Consequently, the enthusiasm, connections, and influence of this individual proved beneficial as interview access to teachers and school and board administrators was facilitated. This individual also provided knowledge about the communities within which the site schools were situated and offered information which illuminated the historical perspective of the schools and board.

In consultation with this consultant, two secondary schools were selected as the site schools. The widest possible differences in parameters of school size, program emphasis, and interdepartmental—boys’ and girls’ physical education—collegiality were considerations in school selection. By ensuring such parameter contrast, expectations of dissimilarity in data collection were maximized. Both schools were involved in all phases of the study.

During the 15 days of visitation at each of the secondary schools, spread
over three different time-frames in the school year—October, January, and May—interviews were conducted with as many of the physical education subject teachers as possible. Both of the principals and, as occasion permitted, other academic subject teachers who were connected with the co-instructional activities—also known as teacher-coaches—were interviewed. Several interview opportunities to interview teachers external to physical education occurred by chance. Students, with varying degrees of interest in physical education, were also interviewed and observed at each site.

Locales where special events took place and in which the schools’ physical educators took part (in some cases these events were board-wide) also became sites for data collection such as identifying artifacts and conducting interviews. Such events included school staff meetings, formal and informal physical education department meetings, board heads of physical education meetings, a board professional development committee meeting, a board professional development day, school athletic banquets, and a board physical educators’ awards banquet. Activities such as this were included because they symbolized the abundance of inter-school interactions and because of the anticipation of identifying common influences within physical education.

At two site schools, observations were made of selected classes of health education, OAC physical education, physical education, and co-instructional activities. Such class observations allowed for comparisons to be made between grade curriculum guides and the related class activities. Data gathered at these
sites are used to assist in 'painting of a picture' of some of the generated outcomes which are being stimulated through the noted influences upon, and curriculum reactions to, change.

Although not directly a part of this study, short visitations were made to two primary school settings to conduct interviews which helped develop a sense of the expectations that primary school students may have as they proceed to secondary institutions.

All of the information gathered through both the qualitative and quantitative methods, representing the technique of triangulation, is used in organizing the data under the three headings. Such data are also used to depict the educational subculture of physical education within the two site schools.

**Questionnaire Development, Administration, and Analysis**

Student attitudes and beliefs about physical education are essential to this study as they contribute to, result from, and are part of the culture within schools. To physical educators, students represent the single largest influence acting upon the subject as they are the consumer group within schools. In order to construct the best possible questionnaire, and to have a reasonably broad student base, the following steps were taken:

(a) a review of the related literature was conducted in order to identify important issues which relate to student participation in physical education;

(b) a prototype questionnaire was developed based on a survey used in a major
Canadian study (Stephens & Craig, 1990)\(^7\);

(c) the prototype questionnaire was given to three subject experts for their critiques to ensure content validity;

(d) a revised questionnaire was then developed and administered to one class of students from a non-participating school;

(e) after receiving feedback from the students and after an analysis of the results, adjustments were made to produce the final version;

(f) the questionnaire was then administered in five English classes—one in each level from grade nine through to OAC—at the secondary school sites; and

(g) data were then tabulated and analyzed using descriptive statistics through SPSS software (Norusis, 1993, p. 167).

**The Basis for Qualitative Design and Data Analysis**

For the purposes of data collection and evaluation, and for analyzing data against theory, the "constant comparative method" (Glaser and Strauss, 1967) was adapted and used. This method stresses "joint coding and analysis" (p. 102) of data which systematically generates "grounded" (p. 1) and "substantive theory" (p. 33). However, within this study, the generation of theory is replaced with analysis using previously generated theory. The four stages of the constant comparative method are:

1. comparing incidents applicable to each category,
2. integrating categories and their properties,
3. delimiting the theory, and
4. writing the theory. (p. 105)

According to the constant comparative method, categories of data and of

---

\(^7\) Permission to use and adapt this survey for this study was graciously given by the Canadian Fitness and Lifestyle Research Institute.
themes within the data emerge as the data are collected. Constant analysis of the data for the purpose of categorization, theme, and "grounded theory" creation (Glaser and Strauss, 1967, p.1) are main features of the methods and were essential features of the data gathering phase. All phases of qualitative data collection were designed to incorporate these processes.

As data collection progressed, in keeping with the outline of Bogdan and Biklin (1982, p. 153), decisions were made about the collection and analysis of data. Themes and concepts were developed as their relationships to the study and its participants were determined. Once "saturation of data" (Glaser and Strauss, 1967, p. 104) occurred, that is new information at any given site or within any given topic ceased to be apparent, data collection was terminated for the area or topic in question.

**Qualitative Data Gathering**

**Interviews**

A semi-structured design protocol was employed for the interviews. Defined topic areas were covered, but latitude was essential to encourage subject dialogue and perspective. When possible, especially during quiet structured interviews, conversations were recorded. Because of the dynamic nature and background noise typical of physical education offices and gyms, planned tape-recording sessions were often replaced with note taking. All interviews were transcribed into the computer as soon as possible. Seldom did I encounter any reluctance of
persons to provide information. In all, 64 people contributed interview data for this study.

The value of some conversations or events became apparent only as the study progressed. Thoughts on such events or conversations were then recorded. Also, as concepts or ideas related to teacher culture began to emerge, the nature of the interviews was adapted so that data collection could pursue vital information. Finally, once ideas and concepts took shape, a strong culture was identified with a scope greater than that represented by the boundaries of the two chosen secondary sites. I then sought out events, and interviewed key informants in order to verify and validate this emerging cultural attachment.

The following provides the original outlines and scope of the early interview design:

**Information sought from all interviewees.**

- educational background;
- background related to physical education within site school, the board, or both;
- where applicable, general type of physical activity interests (a) during school years, (b) during university, and (c) as a professional educator;
- feelings about the adequacy and necessity of physical education within (a) the public school feeder schools, and (b) the site schools; and
- thoughts on the issues related to secondary school physical education activities such as: the numbers taking physical education in each grade, student fitness in general, the status of physical education within the curricula, equity issues within physical activity programs, competitive sports, teacher training for physical education, coaching certification, population changes in general, and the decline in
resources.

Specific information sought from and about principals.

- the success of physical education and other physical activity programs in the school;
- the level of input that the principal has and wants to have (a) with the staff providing physical activity programs, (b) to the program content, and (c) policies related to physical activities;
- the types of details within physical activity programs that principals pay attention to, measure, and control on a regular basis and why;
- recent incidents or occurrences which have caused a rethinking the importance of their, or their school’s physical activity programs;
- the reasons for, and the methods of, allocation of the school resources including staff placement and time-tableing methods;
- the allocation of resources and the process by which physical activity programs receive their allocation;
- the type(s) of individuals, including background and education, they would like to have teaching/running their programs, and given the opportunity, the method(s) for recruiting/obtaining these people;
- the importance of the interaction between themselves and the physical activity teachers, the kinds of things that are important to transmit to these teachers on a regular basis (e.g. role modelling, teaching, and coaching of the staff);
- the rewards that are of importance when recognizing the physical education staff and noteworthy rewards in recent years such as promotions and recognition;
- external factors that are influential when evaluating and making changes to physical activity programs;
- the hierarchical levels of the board and school where physical education and physical activity programs are discussed and influenced, and the attention given to physical education comparable to other subjects;
the kind of influence (including assistance), both positive and negative, that non-physical education teachers have on physical activity programs within the school;

principals’ positions on supporting (financial and other) professional upgrading for physical education teachers, and the type(s) of upgrading that is important; and

the typical communication settings that they would be involved in when addressing issues related to physical activity programs (such as principals’ meetings or department heads’ meetings).

Specific information sought from physical education personnel.

the success of physical education and other physical activity programs in the school;

the level of input that this individual has, and wants to have, with the staff providing physical activity programs, with respect to the program content, and to policies related to physical activities;

the types of things within physical activity programs that they pay attention to, measure, and control on a regular basis;

recent incidents or occurrences which have caused them to reinforce or to re-evaluate their involvement in, and the importance of, physical activity programs;

the type(s) of students they would like to have involved in programs, and given the opportunity, how would they go about getting these students involved;

the types of interaction they have with other physical education teachers and the communication methods which are important between individuals on a regular basis such as department meetings, board heads’ meetings, coaches’ meetings;

the types of rewards that seem to be important for the recognition of the physical education staff and what has been noteworthy in recent years;

the factors and issues that are major influences when evaluating and making changes to programs;
the levels within the board or schools or both where physical education is discussed and influenced, and whether they believe physical education receives adequate attention compared to other subjects;

since becoming a teacher, the types of professional upgrading that have been important to them; and

the kind of influence, both positive and negative, that non-physical education teachers have on physical activity programs within the school.

Specific Information sought from externals.

the physical activity issues within the schools that concern them the most;

the concerns their organization has that cause them to want change within the schools;

the strategies being used to communicate their message and effect change;

best means of communication or interaction with the board, the schools, and the subject teachers; and

verification of concepts that have been gleaned from the site-based interviews.

Document Perusal

In searching for specific physical education content, board and site school documents were considered important. Through this technique, clarification and comparison of the written with verbal accounts was permitted. This procedure also assisted in clarifying how and at what level decisions are made.

Classroom and Physical Activity and Event Observation

In tandem with site based interviews and document review, observations were made of selected classes, other physical activities, and special events with
special regard to identify important artifacts. By adding this data gathering tool, improved understandings were obtained of interview data. Also, some validation was permitted of the school’s curriculum guides. Finally, activity and classroom observations contributed to a more complete picture of some of curricular emphasis and outcomes.

Validity, Reliability, and Generalizability

While the study was being designed, careful deliberation ensured that the concepts of validity, reliability, and generalizability received maximum affirmation. Validity

"Content validity is the degree to which the sample of test items represents the content that the test is designed to measure" (Borg & Gall, 1989, p. 250). For the questionnaire, this has been achieved in two ways. First the questionnaire is a derivation of a nationally recognized study which looked at similar items over two testing time periods. Secondly, the adapted questionnaire was critiqued by three experts in the subject area as well as pretested on a sample population before a final version was produced.

As for the validity of information gathered via the qualitative part of the study, the questions must be asked, "Does the study cover relevant content?" (Harris, 1991, p. 250) and, "Does it have outer believability" (p. 250)? Checking data gathered against multiple sources, rechecking information from the two major sites of collection, and verifying developing concepts with further expert
interviews, ameliorate such concerns.

Reliability

Reliability "may be defined as the level of internal consistency or stability of the measuring device over time" (Borg & Gall, 1989, p. 257). Findings related to quantitative research are better suited to this type of measurement. Thus, for the questionnaire, and because of the previous applications of the parent version, reliability should not be a concern.

For the qualitative section of the study, reliability is exhibited by "maintaining a chain of evidence" (Yin, 1989, p. 96). Other researchers would be able to pursue a similar study, or produce evidence on their own by following the procedures and questions and comparing their study conclusions with those outlined herein. However, human thought and action cannot be replicated in its totality and the researcher’s influence on a study such as this, although hopefully minimal, still affects the collection and analysis of data as well as influences the study conclusions. Another researcher would therefore not likely replicate all aspects of this study.

Generalizability

Readers will determine whether the study findings are generalizable to other contexts. Within this study, and more so as completion of the study became apparent, features of the developing and emergent grounded theory were compared with the knowledge of experienced people who have significant understanding of physical education within the schools of this board. Also,
because the sites were chosen by maximizing parameter variance such as: curricular vs. extra-curricular centred, academic vs. trade oriented, and cohesion vs. detachment between the boys’ and girls’ physical education departments, generalization becomes more plausible. Further, should readers recognize any concurrence with their own experiences, there too generalizability is achieved.

**Study Limitations**

According to Schein (1992), for research to produce a comprehensive analysis of an organization’s culture, use of the "traditional ethnographic paradigm" (p. 145), requires an inordinate amount of time and analysis. However, this study uses a "directed research" (p. 145) methodology which reasonably reduces the time commitment yet is considered to be capable of producing reliable results.

As directed by the study questions, information has been gathered and concepts developed that may also be found in other secondary schools within the board or in the broader educational community. However, research can only be reported as being significant within the chosen site schools. Extrapolation, beyond the scope of this study, may only be done by assuming a certain amount of risk. The study does, however, suggest directions and areas for further investigation. Further research within the broad scope of organizational culture would further illuminate some, or all, of the concepts within this study.
Study Delimitations

Factors which influence and produce teacher behaviour and affect program direction and emphasis are the prime concerns of this research. Understanding such organizational influences or decision-making processes can only assist school based practitioners, school and board administrators, and other researchers to better understand program selection processes. However, the collection and analysis of data at the study sites remain on a micro level, yet, an in depth analysis of classroom and extra-curricular activities is not within the scope of this study.

Health education and Ontario Academic Credit (OAC) courses are essential and vital elements of physical education. Even though they cannot be categorized as actual physical activities, they do receive some measure of attention within this study because of their important relationship to schools’ overall physical and health education curriculum and their organizational cultures.

Finally, the anonymity of the study participants, the schools sites, and the board has been guaranteed. No references are provided which identify the board, the schools, or the participants.

Chapter Conclusions

The thesis methodology is directed by three study questions. First, information has been sought regarding a selection of influences which affect physical education teachers. Secondly, their reactions to these influences were determined. Finally, as a result of influences and reactions, general program
outcomes are identified.

The theory of ‘triangulation’ has directed the development of the study as well as the methods of data collection. As a result, both quantitative and qualitative methods are used: quantitative in the form of a student questionnaire and qualitative where student and teacher observations, document research, and semistructured interviews are enacted. Also, during data collection, the constant comparative method directed data collection and comparison and analysis with established theory.

The programs, students, and staff of two secondary schools’ departments of physical and health education, within a single large urban board, were chosen for this research. Maximum differences on various parameters, both within the schools and their physical education departments, were considered in site selection. However, both schools are within the realm of being somewhat typical.

Validity, reliability, and generalizability of the study are addressed to the extent that the parameters of the research, the study methodologies, and the identified idiosyncrasies of the researcher permit.
CHAPTER FOUR

INFLUENCES--A BRIEF DESCRIPTION OF THE BOARD, THE STUDY SITES AND THE LEADERSHIP IN PHYSICAL EDUCATION

Introduction

As the first of two chapters on selected influences, this chapter introduces the board, the site schools, the schools’ physical education facilities, and the staff in each of the four physical education departments. To protect the anonymity of the institutions and the study participants, and without compromising the study objectives, data are sometimes presented with wilful inaccuracies. For the same reason, board and site school references are not recorded in the bibliography.

When issues are similar at both site schools, they are consolidated. Conversely, when they differ, they are presented and discussed separately. Also, in introducing the schools and their staffs, and to illuminate organizational culture, references to cultural issues are sometimes made which are further developed in later chapters.

A Brief Description of the Board and Site Schools

The Board

The chosen Board of Education (the board) is an urban board which has more than 30,000 secondary school students enrolled in over 20 schools, and
more than 45,000 students attending more than 100 elementary schools (Board, 1995). The region’s transit system services the area by providing the students a means of travelling throughout the board with relative ease. Some schools have existed in this setting for over 100 years and, throughout this time, have been integral to what has been touted as a superior system of education (Board, 1995; Board Archives, 1950).

In conducting interviews at various locations throughout the board, I noted the student make-up of some schools to be largely of white European descent. Other schools revealed significant variances in student cultural, racial, language, and religious backgrounds, a reflection of more recent immigration trends (Gerard, 1996).

As were many others within the province, the board has been coping with large scale fiscal cutbacks introduced by the Ministry (Gerard, 1996) and was attempting to involve its constituents in decision-making related to problems such as this. For instance, in May of 1995, I attended a parents’ meeting in a Ward in which one of the site schools is situated. Disappointment on the part of the organizers was apparent as only 25 people attended, 19 of whom were parents. The target reduction was approximately $20 million and for the following fiscal year, 1996-1997, the board once again faced similar reductions. Many of the teachers and administrators who were interviewed expect this trend to continue.

The framework of a strong culture of physical education began to take shape early in the century as the board has demonstrated a long standing facility
and program commitment (Board Archives, 1950). To enhance and highlight this notion, a board and city initiative maximizes facility availability. Each has separate facilities with different peak hours and guarantees free use of its facilities to the other during non-peak hours. In this manner, the board physical educators maximize facility use during school hours and the city parks and recreation department uses board facilities in the evenings and on weekends. Although it was suggested at the previously mentioned parents' meeting that costing out facilities would bring in revenue, many physical educators who were interviewed in this study successfully contested this initiative with the board. As one states, "Each stands to lose a great deal."

The site schools are situated within this setting.

School A:

**Basic Description.** School A is a collegiate institute which, since its inception, has offered academic subjects within a non-semestered, full year program. Transit accessibility to the school is ideal, yet it draws students primarily from the surrounding area.

The institution’s central building was erected over 70 years ago (Board Archives, 1950) and since then, several wings have been added. Throughout the stages of development, the inclusion of physical education facilities proclaims a long standing commitment to physical education. These facilities include: two medium sized single gyms, side by side, one for boys and one for girls with the respective teachers’ offices situated on either side of a mutual access hall; one
swimming pool, five by 20 metres, located a short distance away; a small fitness/weight training room--converted from a storeroom area--beside the gyms; and one football field at the back of the school. School A students also have access to a track at an adjacent school.

The board opened another school, The Elite, in the fall of 1995, immediately beside school A. According to several of the physical education staff at School A, The Elite had been touted as being academically superior and discipline oriented, and did not offer compulsory physical education in grade nine. Ironically, even though they are both in the same board, they compete for area students. As a result, the 1994-1995 student enrolment at School A, which was just under 1000 students and evenly split between male and female students, dropped in numbers by approximately 150 students in the fall of 1995. However, enrolment in School A the following year exhibited an interesting switch with grade nine students entering at three to one over The Elite.

Because of its small size, School A had only two and one half boys’ and two and one third girls’ ‘full time equivalent’ physical education staff members in the 1994-1995 academic year. In both departments, one of these teachers is the department head but only the boys’ department designates one as an assistant-head. For 1996-1997, even though grade 9 enrolment increased, a decline in overall enrolment in physical education occurred which reduced the girls’ department to a staff of just under two ‘full time equivalents’.

The students at School A come from diverse backgrounds. The girls’
physical education head reports that up to 57 languages have been identified within the student body in one year and, as a result, over 60% of the students have taken, or continue to take, English as a Second Language (ESL). She also indicates, "We can always tell where the world’s ‘hot-spots’ are by the most recent influx of new students. Some of these students have been in wars and have carried AK-47 Assault Rifles. Small wonder their adjustment here is not always smooth." The school is a cauldron of cultural mixing where the physical education teachers, corroborated by the school principal, believe that their programs facilitate effective student socialization.

School B

Basic Description. School B was primarily established to deliver specialized four year technical programs to students from around the board and, consequently, many students access the school through the city’s transit system. The school also offers a five year academic program which primarily serves local students. Grade nine students take full-year courses while other grades are offered in semestered units.

During a tour of the school, the boys’ physical education head exuded pride throughout and he demonstrated an excellent rapport with each teacher we met. Of the school, he states, "Many students transfer to this school because it is a ‘flagship’ and students can be proud of what they learn here. When we combine the academic and the physical education programs here, we have a fine school that offers excellent programs." However in lamenting that all students of the
specialized programs do not tend take physical education, he states, "We also have an excellent art program here, yet very few of these students take physical education after grade nine."

The main school building was erected on its current site over 75 years ago and, since then, several changes have occurred through upgrades and new construction (Board Archives, 1950). Because of this, School B also stands as a testament to the board’s continuing commitment to physical education. The facilities include: at the main entrance, one centrally located full-sized single gym, converted from an auditorium; the original gym, medium sized, has been converted into a dual fitness area with weight training facilities on one side of a central curtain and an aerobics area on the other side; a small upper level track surrounds the fitness gym; a rebuilt original pool, five by 15 metres is located in the basement of the main building; a single and relatively small girls’ gym is at the back of the main building; a double gym and a 25 metre pool are in a newer adjacent building; and externally, a 400 metre track encloses a full football field. All of the facilities, including the physical education offices, are spread around the school.

The school accommodates just over 2000 students with boys’ enrolment higher than the girls’ by a margin of almost three to one. Because many of the vocational students actively seek jobs, attendance tends to gradually decline as the year progresses.

Male and female physical education staff numbers at School B are
determined by the numbers of students enrolled in physical education. One head and one assistant-head of boys’ physical education, both recently assigned and the high status group, share an office beside the central gym. Another assistant-head shares an office in the lower fitness gym with two other boys’ physical education teachers. One other half-time teacher shares office space in the fitness gym but also spends time in his other subject area offices. In the 1995-1996 school year, one new physical education teacher was added, with two units of physical education guaranteed, to start a wrestling program. The girls’ department has one head and one other teacher who share an office in the girls’ gym. Finally, two male pool-assistants round out the physical education staff.

As did students at School A, School B also exhibits a great deal of diversity with respect to race, religion, ethnicity, and language. However, the teachers recognize that one large identifiable group of students attends, largely from the neighbourhood. They are children of recent immigrants, who came from a southern European country where religious, cultural, and traditional norms are conducive to neither school attendance nor physical education participation. According to the girls’ head of physical education, "The girls coming from this culture are especially reluctant to participate in any of the physical education programs."

Physical education program emphasis in this school seems to echo the school’s conviction to provide special and excellent programs which legitimately attract students and attention from around the board.
Leadership for Physical Education Programs

School A: Introducing The Principal and The Physical Education Staff

The Principal. The principal at school A is described by the physical education department heads and staff as being "very supportive." The heads talk as if this level of support is not always the case in other board secondary schools. Ted states, "We are lucky here; we have always had supportive administrations."

The principal believes in the value of physical education programs, both for the students and for the school. He states,

These programs have a valuable contribution to make to this school, both in terms of students learning about essential issues in the fitness and health areas, but also in the extracurricular programs. We like the students who come to this school to be involved and they need to discover that the teachers care about them. Many of them [the students] have poor backgrounds in physical and health education. Our teachers care about students and their physical education programs can contribute to our school’s and students’ goals through involvement in student life. The students and teachers get to know each other on a more personal level. Also, with the student population here being so diverse, physical education programs are a great means of supporting positive interaction.

The physical education staff speak highly of the principal and respect his leadership. Consequently, the role that the principal plays with respect to physical education became apparent. By his own admission, he does not tend to interfere with daily decisions, program planning, or program emphasis. These tasks remain the domain of the heads of the respective physical education departments. One of the physical education teachers states, "He spends a lot of his time being involved in all of the curricular areas of the school and supports a multifaceted co-curricular program for the students as well as a school committee structure that
involves as many teachers as possible."

In comparative terms, the principal is younger and has less teaching experience than do either of his physical education department heads. He also admits that he does not have a comparable background or single minded interest in the subject area. However, he supports his staff with these words, "I place a great deal of trust, confidence, and respect in this group of teachers. They are here because they have the expertise in filling students' needs and in creating worthwhile school spirit." He further indicates, "On rare occasions, I have become involved in discussing the physical education programs with them in so far as the program direction is to reflect the educational needs of this school. In the end, I needn't have worried."

The principal encourages the physical education staff to integrate with other school staff. For instance, I observed a school staff Professional Development day in which the physical education staff took part in discussions on broad-based educational topics. Also, in support of the broader school functioning, the physical education staff serve on school curriculum, hiring, and advocacy committees.

The relationship between the principal and the heads of physical education is perhaps best described by the boys' head of physical education as he states, "He is afraid of us, and I mean that in the most positive sense. He knows how much that we contribute to the school and he knows that without us, the school would not be a place where the students like to be." The heads particularly enjoy the confidence that the principal places in them. They also enjoy the ensuing
freedom in program planning and implementation.

The Heads of Physical Education. Both the boys' and girls' heads of physical education are well respected around the board. They are described as "people-persons" and are at ease with students, administrators, and peers alike. Both are within five to ten years of retirement and each has over 25 years of teaching experience with the board. They each have worked in at least two other schools and are very familiar with, and report having supported, competitive sports programs within the board.

In spite of their familiarity and previous successes within a dominant board-wide sport culture (see Chapter Five), they report that their programs now emphasize recreational, fitness, and lifestyle activities—a move which reportedly reflects the changing needs of School A students. Such change in emphasis is supported through school and board interviews, observations, and school curriculum documents. One former student and current teacher at another school best summarizes their adaptability and astuteness in meeting the need for change. "Their responses have always been made at the time with the best interests of the students at heart. They have always supported good programs which fill the students' changing needs."

Ted, the boy's head, grew up in the city and enjoyed physical education and school sports as a secondary school student. As a specialty, he is qualified as an aquatics instructor and as a result teaches his peers around the board. He is also very involved in several youth development sports programs in the city, and in one
capacity works with an elite group of city youth in a program of sporting excellence. Of his involvement and continuance in a competitive sports culture, he states,

I first got involved through my own kids, although I also did these sports when I was a kid. I think that I remain in sports because they satisfy in me a need to be involved in something at a high level. As a result, I believe that I am more realistic in my expectations of the students here at school. I keep a better focus on their needs in the curricular sense and I also do not get carried away with thinking that having a few winning teams is all that counts. However, if the kids want a sport or an activity to happen here, we try to do everything we can to make it happen. That is why we got cricket into the program.

Consistent with his personal involvement, Ted believes that he brings a love of what he does to teaching and he also believes very strongly in exploring curriculum possibilities which will keep students interested in and enjoying physical education activities. He itemizes his goals for students as "skills, fitness, play, rules, and cooperation" and is very concerned about "the erosion of these values as physical education can become a play environment because of the lack of accountability for physical education students which I associate with provincial policies." His concern is for students who are automatically passed on through to secondary school. He supports rigour in his programs and resents the movement towards play and recreation. Of the relationship between the students and serious physical education he asks, "How long do we consider play to be important without defining its role or the social and environmental expectations, or even the skills for progression that are needed for use in the adult environment?"

His personal development and involvement speaks to his enthusiasm. He
also has an eclectic background both in terms of his experience and his education. I found it difficult to keep track of the many things in which he is involved, both in and out of school. He leads not only by making leadership decisions but also by example. When he came to teaching from the Faculty of Education, already having a degree in physical education, he coached Boys’ Association championship football teams and yet is comfortable that he let the sport go when it ceased to be viable to the school’s student body.

With respect to his Association responsibilities, Ted has chosen instead to maintain his personal credentials at a level whereby he is able to serve the board’s teachers as an aquatics instructor and he also teaches National Coaching Certification programs to his peers. He also serves on the board’s Physical Education Professional Development (PD) Committee and in a meeting which I attended, he promoted a PD day whereby the board teachers would be presented with city-based lifestyle and leisure learning opportunities. Even though Ted seems dedicated to teaching and to curriculum development, he also continues to convene league Athletic Association sports on a regular basis. Of Ted, the girl’s head states, "He is one of the most organized people I have ever met. He juggles so much and is a great example to both teachers and students in how to live a positive and active life." As will become more apparent, Ted effectively straddles the gap between a dominant and established culture of competitive sports and the implementation of physical education programs which serve the schools’ students.

Brynn, the head of girls’ physical education, decided to become a physical
education teacher because of her involvement in school physical education as a secondary school student. However, she chose instead to avoid physical education at university and studied geography. After she graduated, she realized that her first love was still physical education so she then completed a degree in physical education. After attending the Faculty of Education she immediately became a physical education teacher with the board. She feels that because of her secondary school sports background, combined with her university physical education degree and her regular attendance at OFSAA clinics, she remains well prepared to teach the core curriculum sports subjects. She indicates, "Later on, as I saw the need arise, I became interested in adapting the curriculum to better suit the needs of the changing students." She does however indicate, "A core curriculum of sporting activities still exists that is stable and I believe that student-teachers must be prepared to teach these activities. Only then should they be taught to evaluate and make changes as they grow as teachers."

Brynn maintains an active role with the board Athletic Associations. She has been an executive member and now is the Girls' Association representative to OFSAA. Through her involvement, Brynn feels that she has been able to maintain a balanced focus. She states, "Because of my involvement in the association activities, I am able to meet other teachers and to find out about their problems and their solutions. Some of these ideas have helped us to develop new programs here." Brynn also feels that because she reads materials that are pertinent to the physical education subject area, she is cognizant of the many important issues in
physical education. Most importantly she maintains several roles at different administrative levels and in her words,

I keep them separate by always thinking of what is best for the students who I am representing at the time. When I am at school, I think of these students first, when I represent the board I try to think of the board’s students first. I always try to understand other schools’ and other associations’ problems and relate these issues back to my constituents.

At School A, because the physical education offices and the two gyms are side by side, the boys’ and girls’ heads frequently interact, as do other members of their departments. Perhaps because of the relaxed and confident nature of the heads, along with the proximity of the offices, the informal nature of communication, planning, and personal support is nurtured.

One occasion, to which I was privy, revealed the nature of the relationship between the departments. In an interschool soccer game, some of the girls on the school team had an altercation with players from the opposing school. The next morning Brynn thoroughly discussed the appropriate discipline procedures with Ted to see if he felt the same regarding a course of action. Consensus on discipline and further preventive measures was quickly reached and I felt that this type of discussion simply reflects the many years of continued discussion on such issues. A short while later, the vice principal came looking for Brynn to discuss the incident but found Ted instead. He pursued the matter with Ted but Ted deferred it to Brynn then stated to me, "I make it a policy, even though we discuss many important issues in these offices, I in no way will pretend that I represent, to our administration, the girls’ department. We both must respect each others
authority." Brynn, in a separate conversation, reflected the same philosophy by stating, "We are lucky to have a great level of respect here and we work hard to maintain it."

Brynn points to the long standing leadership in girls' physical education within the board which she believes also relates to her continued involvement in physical education. She says,

Many of the women who have become heads have kept their family roles to a minimum. Many are not married or at least do not have children. For those who have families, they either slow down or drop out of physical education. Those who remain make it a major commitment in their lives. They continue to be examples to all of us.

As I observed the activity in the physical education offices, I noted that almost every spare moment available to the heads was spent organizing and preparing for events of the day, the week, or the month. Interruptions were frequent and both heads have learned to cope quickly, switching their attention from one issue to another. Even though the heads have been involved in physical education for some time, I observed their interest and energy levels to be consistent and balanced, yet never excessive or nonexistent. Of her interest, Brynn states,

Staleness is not necessarily related to age or location. We have to want to be here and contribute. We both keep taking courses or attending seminars through our own personal interest or through school or Association initiatives. We must lead by example and keep very active and very informed or what is the point of us being here.

Finally, Brynn and Ted carry leadership roles with the board's Physical Education Heads' Association. It is conceivable that because they have strong
physical education and sports backgrounds, a sound understanding of their philosophical base, and strong interpersonal skills, they are comfortable with their leadership roles.

**The Physical Education Assistant-Heads and Teachers.** Getting to know this group of teachers, as well as observing them in operation, was simplified in School A because the offices and teaching areas are in close proximity. The assistant-heads and other physical education teachers also share the offices with their respective heads.

The boys’ assistant-head, Bill, and the second girls’ teacher, Karen, have backgrounds which demonstrate their continuous involvement in, and love of, physical education. They both cherish their memories of their own secondary school days as they participated in physical education and sports. Subsequently, they went on to university to study physical education graduating in the mid-seventies and still remain very comfortable with their training toward a sports related curriculum. Karen graduated from a Canadian university and indicates, "I feel that I was well prepared to teach sports in the schools. After my university training, the second most important thing that I have had to learn is to adapt to students’ changing needs and to continue to grow as a teacher." Bill, however, attended, on an athletic scholarship, a major institution in the United States. Of this experience, he states,

I received a well rounded education and primarily learned about sporting activities which remain essential for my teaching. Oddly enough, I don’t coach my specialty because I want to ensure that I focus on coaching for the sake of education. Because I have high
expectation in this sport, I want to avoid the trap whereby I become obsessed with winning and disappointed when I don’t. Instead I want to look to the educational opportunities that sports present.

Bill and Karen are often involved in departmental discussions within the offices. Because so much of this ongoing discussion involves them, they too seem well versed in board, school, and departmental issues. They also carry important executive positions within their respective board Athletic Associations. When asked why she is so involved, Karen states, “I feel that board-wide commitment is important and that people from each school should share the duties. This is how I help.” Bill adds, “Without the Athletic Associations, we wouldn’t be able to offer nearly as much that is of benefit to the kids. It is a tremendous amount of work, but I feel that it is worthwhile.”

Finally, both Karen and Bill run the intramural programs for their respective departments. Bill also advises the school’s Boys’ Athletic Association and Brynn operates the school’s Girls’ Athletic Associations.

Of the other two teachers, I rarely saw the girls’ teacher as she was declared redundant at the end of the 1994-1995 school year. Rick, the boys’ teacher, openly admits that he wishes to attain higher positions in the board and to this end is enrolled in a principal’s development course and serves on other academic committees in his school.

When asked how the principal’s course influences his thinking about physical and health education programs in the schools, he replies,

It helps me relate physical education and sports to overall educational values and contributions to the school instead of focusing on wins
and losses or on producing better athletes. For instance, the learning that takes place in activities should be about students’ learning to handle themselves, to learn what is good for oneself and for others in both the short and long terms. If I judge what I do in this manner, then I feel that I am thinking the way a good physical education teacher should be thinking. Also, being at this school reinforces values that should be taught because this is what we discuss on a regular basis. Teaching skills and coaching within the sports programs is simply a means to this end.

School B: Introducing The Principal and Physical Education Staff

The Principal. Gary, the principal for 15 years retired at the end of the 1994-1995 school year. Within the school and throughout the board, he has gained a reputation for "knowing what he wants" and for "getting things done." Many indicate their surprise that he was allowed to stay at this post so long. One teacher surmises, "The board seems to move principals about every seven years, but perhaps the board allowed him to stay because he was good for this school."

Gary believes very strongly in the need to have students involved in physical education and in extracurricular activities and laments that physical education is not compulsory for four of the five secondary school years. He says of the physical activity needs of students,

Since physical education has only been compulsory in grade nine for the past 15 years or so, we now must work to channel students’ energy. When many of these students only take physical education in grade nine, this leads to physical idleness and I believe that’s what gets them out onto the streets to look for trouble. I believe that here we do our very best to counteract this phenomenon by providing more in the way of extracurricular involvement, especially when sports programs around the board seem to be dwindling. Here we also have a large percentage of very interested kids, you notice that the halls are empty. I relate the combination of good schooling and exciting extracurricular programs to keeping so many interested in
being here.

Gary talks as if he is fortunate to have a large number of sports and intramural programs in School B. However, in talking with many of the school’s teachers as well as with other knowledgeable persons in the board, this is no accident and has been well thought out and orchestrated by Gary. To develop this program during his tenure as principal, he has focused on hiring teachers in nonphysical education subject areas who are willing to contribute to the school’s extracurricular activities. Of this he indicates, "Teachers who are willing to contribute and add value through extra involvement, stand the best chances of getting a job or getting a promotion."

Ironically, other extracurricular programs, such as music or drama, are reportedly not strong at School B. I found it difficult to determine whether this was a result of a disinterest on the part of the students or whether it came about because the overall focus on sports programs consumes the lion’s share of facilities and staff attention. Gary defends his promotion of sports by saying, "Competition is the basis of life and to reduce or even remove competition would be removing the reality of what life is about." He also fears for the future of schools and for the value that students will gain from their education as he believes that offering them programs where they can excel is important. "We are watering down what we offer by doing a little bit of everything. We must remember that students thrive on doing things well."

Finally, and in support of the school’s sport culture, Gary consistently
demonstrates his appreciation to the teachers for their efforts--something for which they in turn seem to respond favourably. When the school has a winning team, he takes the teacher-coaches and the students to a local restaurant for a "Breakfast of Champions." He makes no apologies for rewarding these teachers and their student-athletes as he is trying to emphasize to all teachers the need for their extra contribution to the life of the school. He indicates,

> Coaching is a mentoring program of sorts, and you know we would not have any problems in schools if all of our teachers taught the way that our coaches coach. We set the tone of a school through the extras that we do. We turn many kids around and I am amazed that coaches will often take kids under their wing who have problems.

Gary has had, and still has, even though he retired before the end of the study, a significant influence as a leader on the programs and on the work ethic of the teachers at School B. He is highly respected by the physical education staff because he knows his direction, is willing to take a stand on issues, and leads by example. Perhaps this is demonstrated when even some classroom teachers wear clothing that identifies them with the school's teams. Also, Gary, more than adequately, played on the staff student hockey game the day the study commenced.

The new principal of School B reportedly has very little background in physical education programs and after her first months in office made no significant decisions to change the school's focus. In fact, perhaps because of the momentum or because she chose, she seemed to reinforce the program direction by agreeing to continue with many of Gary's decisions. In keeping with the notion
that school cultures have inertia, one female teacher-coach states "The staff here are so committed to the program because they believe that it serves the students of this school well, it will be very difficult for anyone to make wholesale changes overnight."

The Heads of Physical Education. Somewhat of an enigmatic situation exists as the heads of the boys’ and girls’ departments assume their respective and dissimilar roles. On the one hand, Brent, the boys’ head, seems to drive almost every aspect of the school’s physical education curricular and athletic decision-making processes. He is very committed to organizing and promoting both of the boys’ and girls’ curricular and extracurricular programs. On the other hand, Stephanie, the girls’ head, maintains a comparatively low profile. She represents and looks out for the female students, at the combined departmental meetings, but does not assume a leading or decision-making role. I must admit that Stephanie did not seem eager to take part in the study although she did agree to a short interview. Of importance to the functioning of the departments, the girls’ and the boys’ main gyms are on separate sides of the main school building with the respective offices being attached to each gym. Thus interdepartmental informal communication was relegated to chance or to planned occasions.

Brent was hired by Gary to begin the 1993 school year. In the words of a teacher who is familiar with many of the board’s physical education programs, Brent has turned physical education around from its former recreational base to one with curricular respectability and accountability. He has a curriculum for each grade and expects the teachers to teach it as well as mark the students on participation,
effort, and improvement. The delta [skill improvement] and not the final skill level is what is important here, so each student can achieve if they choose.

Since he came to School B, Brent hired one assistant-head in 1994 and hired another to begin in 1996. Both came about as a result of retirements. Don, the first assistant-head reproduces Brent’s enthusiasm and work ethic. In hiring teachers, Brent realizes that ambition assists in keeping teachers committed to school programs. Of this he says, "I look for people with energy and with commitment. I want people here that have some ambition, and as a result will do things for the students and for the school. These are the teachers whom I can work with for the next 15 years." More physical education specialists teach in the school than the boy’s physical education department can accommodate. Because of this, several of these teachers indicated to me their disappointed when they don’t receive as many teaching units in physical education as they wished.

I observed first hand that Brent is not afraid to confront teachers, regardless of their age or experience level, if they are not following the curriculum guides or are not providing the service to students that he expects. He remains affable and seems to be highly respected, yet responds firmly to situations as the need arises.

Brent frequently emphasizes the need to have teachers who confidently and enthusiastically teach the technical skills of the core curriculum subjects, activities such as basketball, soccer, football, volleyball, track and field, and swimming. Of recreationally based activities, he states, "If all we want is recreation, then we should just be giving these kids recess activities. I want these teachers to have
enough expertise to meet the students’ needs." Also, to present the programs in a manner in which he is satisfied, he believes, "The students come first and this sometimes means I will be making unpopular decisions. I will make the decisions for the benefit of the kids and the programs."

Brent’s role at school B seems to be one of an overall curricular and sports leader. He indicates that he could sometimes be "mistaken" for an athletic director when the amount of time and effort, as well as the total amount financial and people management, are tallied. He chairs all of the boys’ and girls’ joint departmental meetings where decisions are made on teaching assignments, class allocations, and the next year’s curriculum design. This involves two major meetings each year as well as one small monthly meeting. He also chairs the School B Coaches Council where three meetings are called per year where discussion centres around planning, sports’ conclusion reports, department and team finances, general organizational problems, and even Association related matters. I observed as Brent sought to have others assist with the leading role, especially in the area of finance, but to little avail. As one teacher puts it, "It is a tremendous responsibility and a lot of work."

Brent attends the board Physical Education Heads meetings as the school representative and in the past year has moved to have three issues of urgency raised at appropriate administrative levels at the board. I observed as he led the way for the boards physical education heads in bringing up related issues to the other schools’ heads. Perhaps some resent his involvement and drive, but several
of the heads, with whom I was able to talk, admit, "He is doing what needs to be done for the future good of physical education. We know that he was hired at School B to maintain the profile and raise the status of all of the physical education programs." Brent seems to end up organizing and being the spokesperson in presenting these matters to appropriate board committees.

Most recently, Brent relinquished being the board representative for the Boys’ Athletic Association at OFSAA because, as he puts it, "I have far too much on my plate, and to do all that needs to be done at this school for physical education, I need more time." He indicates that he has also served on a school-wide destreaming committee and represents the board’s physical education teachers at the provincial Safe Schools Task Force. Finally, he has also served on the board’s Boys’ Athletic Association and convened sports on numerous occasions.

Stephanie is the head of the girls’ physical education department and has been in this position since before Gary became the principal. She runs a small department of two which is small in comparison to the boys. One of the teacher-coaches feels that the two departments have a history of "friction" which in turn seems to promote the status quo. When asked to speak to this issue, he continues,

Originally, the former head and some of the older men who are still here, simply did not wish to recognize the girls as legitimate. They were simply not supportive of girls in sport. Now, it seems whether it is true or not, Brent has been given all of the leadership responsibility and I am sure that it doesn’t sit well with the girls’ staff. Then to make matters worse, the female physical education
teachers have a very difficult time motivating the girls in this school. Many of the girls have very real cultural and family reasons for not being able to participate in physical education or in the sports programs, so the girls’ program always pales in comparison to the boys’. So the end result is that Stephanie runs her program to the best of her ability and uses her head’s role to support the girls’ programs.

As I observed the interaction of Stephanie with Brent and other staff members, and as issues arose regarding students or facilities, I concluded that she operates professionally and shows respect for her peers. Also, I was able to observe one of her classes and saw her as a very caring person who took her role in teaching very seriously. I couldn’t help but get the impression that she would be very happy to run her area and simply make decisions about the girls’ department and programs. I sensed that the school physical education and athletic governance structures and the expectations related to the extracurricular sports programs do not suit the recessive nature of the girls’ department.

Both Stephanie and Brent have backgrounds in physical education and sports at the secondary school and university levels. They are both proud of their respective backgrounds and feel that they have been provided with a solid basis to be good teachers. On one of the few occasions that I was able to talk with Stephanie, she still supported the need for competency in core sports’ area. She states, "I believe that in order to teach well, one must have first a solid background in the core sports areas that are taught. Kids know very quickly if teachers know their stuff or are just bluffing it."

_The Physical Education Assistant-Heads and Teachers._ The boys’ physical
education department has two assistant-heads and two and one half other male teachers while the girls have one other female teacher. I surmise that the two departments, other than through official meetings, tend to operate as distinct units. Also, the boys' physical education department functions with what appears to be two subunits. The head and the prime assistant-head, who form the central "insider" management unit, share the main physical education office while the other staff, save for one of the older members who wishes to have no office, operate out of the lower fitness gym office. As secondary to the "insider" group, they seem to keep their distance yet maintain active roles as teachers and coaches and frequently visit the main physical education office for information. One teacher offers a plausible explanation for the apparent functional separation when he states, "When the gyms are spread out and the staff are busy and on different timetables, like we have here, we don't see that much of each other."

Don, who shares the main physical education office with Brent and who was hired by Brent, is approximately at midpoint in his career. Gerrard, the second assistant-head who had retired by the end of this study, had an office in the lower fitness gym. It was not until he was retiring that I discovered he was an active assistant-head and that his replacement will be someone with a great deal of teaching, coaching, and especially athletic administrative experience.

Improving the boys' intramurals at the school is one of Don's mandates. Because he successfully performs this function, the principal allocates the department one of his discretionary teaching units which in turn allows the
department the second assistant-head. Throughout each day, and consistent with Brent’s developing vision, Don is busy from the moment that he arrives to the time he leaves the school in the evening. As well as being the intramural coordinator, he coaches three teams during the year, acts as in an executive capacity with the Boys’ Athletic Association (as he has done for 15 years), and teaches a full load.

Don maintains a high energy level and, when in the office with Brent, constantly discusses matters that relate to all aspects of their physical education programs. Brent indicates of Don, "I hired him because we have both been on the Association for the past 15 years and I know he has so much to offer. I also felt that he was a good choice because he is on the board Physical Education Subject Council and knows his curriculum." Brent also says of him, "I feel that he has won over the others [the three older physical education teachers] who originally resented that he was promoted into the school over them."

Don is proud to have as many students involved in intramurals as possible and proudly announces to me that the participation rates have gone "way up" in each of the two years that he has run them. Interestingly, Don shows great consideration for these students. In one discussion with Brent, he indicates that the school’s athletes should not receive any intramural awards. "These kids need all of the encouragement that we can give them." Also, Don loves to talk about his classroom successes. On several occasions he gave examples of students who have "turned around" and feels he has positively influenced their lives through the curricular part of physical education. Although Don coaches three sports teams,
he seems to be somewhat of an anomaly to the school’s sport culture as he likes to talk of classroom and intramural success rather than dwell on coaching accomplishments.

His enthusiastic approach to teaching is best reflected in his attitude to some recent student-teachers. He indicates,

Teachers must have a basic knowledge of a variety of core subjects if they are going to impress me and be able to win over the kids. The last student-teacher that I had here wanted to borrow my notes on how to teach some basic volleyball skills. First, why don’t they know this stuff, and secondly, are they so spoon fed that they don’t know how to look this information up themselves? The first key to successful teaching is knowing your subject matter and I have worked hard at doing just that. Next we have to get rid of the notion that this is a recreational subject, we believe in teaching skills essential to the curriculum.

Don fills his role of organizing, teaching, and coaching in a manner which reflects and compliments Brent’s openly stated goals. Finally, he acts to bring a measure of cohesiveness and respect to the entire department. Because of his focus on, and knowledge of, curriculum modules in health and physical education, he assists in keeping the other physical education teachers focused on the school’s and board’s designated subject matter.

Judy, the second teacher of girl’s physical education, is similar to Don and apparently was hired to bring new life into the girl’s department and to assist in improving interdepartmental relationships. Don says of her, "I have worked with her before, and I respect her knowledge and enthusiasm and sincerity with the kids. She is a part of the Girls’ Association of the board and works to improve the relationships between the two departments." Judy also handles the girls’
intramurals, and like Don, promotes the curriculum, especially the health units, as part of a sound physical and health education program.

Judy indicates that she has found it a little frustrating working with the female students in School B and is not sure how to improve their attitudes to participation in physical education programs. She says, "So much of the resistance to participation exhibited by the female students is home and culturally based. Parents simply don’t want them to participate and often demand that they return home immediately when school is out." She also hints that perhaps some of the problems are a result of "so much historical attention paid to the boys’ in the school." However, she realizes that part of her job is to try to "turn participation attitudes and trends around." She finally admits to the frustration that she feels, "The boys’ teams are so successful and the girls’ teams are always struggling. I cried with my team when we lost in the semifinals last year. The core of girls have graduated and winning would have meant so much to them and to the program."

Gerrard, the other assistant-head in the boys’ physical education department has had the position for many years, yet seems to have had no central role in administering the department. He indicates that he enjoys teaching and coaching and perhaps as testament to this, he also coaches a team outside of the school. He retired halfway through the study. His replacement, having an administrative background in athletics, would have been declared redundant to the school had he not been promoted from the guidance department to the assistant-head position.
The remainder of the department seem to fill their roles as teachers and coaches with varying degrees of enthusiasm. One, who has a partial timetable, spends some time in the main physical education office and I sensed that he wishes to be perceived as part of the insider group. The other three who are all within three years of retirement, including the retiring assistant-head, seem to allow the managerial aspects of the department to swirl around them as they keep their steady pace. States one, whom remains enthusiastic and proud in his teaching and coaching duties and also expects his promotional opportunities have passed, "I don’t care what they [the head and assistant-head] want, I know that I am a good teacher and I still love doing it. I also contribute my share here and I am proud of it. Besides, what can they do to me." To honour his service, he shortly thereafter received an award from the board Athletic Association for 25 years of service.

Chapter Conclusions

Physical education facilities at both of the site schools, when combined with the free use of city facilities, speak to a long standing commitment to physical education within the board. Department heads, in efforts to raise student interest in physical education, have also improved their facilities through school based decisions. However, physical educators worry, as province-wide fiscal cutbacks become deeper, that their board may reduce its financial commitment to physical education by eliminating selected facilities and programs.
As both of the site schools compete with other institutions for their student populations, the schools’ principals and the physical education staff believe that their programs are integral to their schools’ viability. Also, the physical education staff of both schools, through their ongoing dedication to roles and positions in the board’s Athletic Associations—a board-wide network—give credence to the viability, status, and meaning of sports programs within the site schools. Leadership decisions, especially at School B, when combined with a system of involvement and rewards for the students and staff alike, seem to support and accentuate sports programs.

Physical education department heads in School A demonstrate collaborative, informed, and respectful managerial methods. Because of a combination of leadership styles and facility and office locations, an informal structure and decision-making style has developed which adequately accommodates staff needs. The department heads show respect for the students by attempting to respond appropriately to their needs, however, each teacher continues to demonstrate his or her own personality and methodology in dealing with students. As teachers and leaders, the staff also wish to maintain physical education departments’ philosophies which are consistent with each other and are based on a combination of advancing sports programs and lifestyle skills, having fun, yet not losing sight of the educational values that are associated with the school and the subject area. All of the physical education staff and the administration have been involved in the school and the board for many years, serving a dominant board-wide sport culture
yet, administering effectively and developing new programs to fit the changing needs of their schools’ students.

At School B, the principal’s historic involvement in creating a culture devoted to sports achievement has exerted a strong influence on the direction of, and efforts within, the physical education departments. However, the boys’ and girls’ departments seem to be divided into three operational groupings of staff: the head and the central assistant-head of boys’ physical education, the head and the second teacher of girls’ physical education, and the remainder and of the staff of the boys’ physical education department. Several factors seem to contribute to this phenomenon. First, history and school enrolment numbers show a heavily dominated male school with girls’ participation and sport success results lagging behind leaving the girls’ department feeling somewhat isolated in terms of comparable production. Secondly, the separation of the offices does not enhance communication through informal means. Finally, the boys’ staff seem to be divided by age and expectations, with the older and soon to retire men in one group and the younger and potentially upwardly mobile teachers operating in the high energy managerial group. However, events and meetings which guarantee that formal communication occurs, as well as an eagerness on the part of staff to communicate inside the main physical education office, seem to make up for the low level of informal communication.

The physical education curriculum at School B has reportedly become invigorated since the recent hiring of the head and younger assistant-head of the
department. Consequently, the departments seek to generate and maintain a high level of curricular integrity in both physical and health education, as well as maintain maximum participation and success through extracurricular participation. Physical education teachers in the school tend to judge their contribution by comparing it to that of the school's other subject areas. Curriculum design, student and teacher involvement, and successfully competing in Tier I athletic competitions throughout the board are criteria used in measurement.

As the presentation of data continues in the next three chapters, two influences, noted in this chapter, will repeatedly surface. First, sports programs have the support of, or perhaps dominate, the physical education cultures of the schools. Secondly, students have the leverage to create change as they either participate in, or eschew, the schools' current physical education programs.
CHAPTER FIVE

SELECTED INFLUENCES AFFECTING SITE SCHOOL PHYSICAL EDUCATORS

Introduction

This chapter introduces influences, beyond those of the last chapter, which point to the formation or a subculture. They are represented under five broad headings: influences introduced by teachers, influences arising from the Ministry of Education and Training, influences associated with the board, influences introduced through the media, and expectations of incoming students.

The categories, and the influences depicted therein, are complex, dynamic, and not immutable, but have been determined during a systematic analysis of the data as described in Chapter Three. Each category has sub-influences which function under their rubric and, while no claim can be made to have presented or identified all of them, each is presented as expeditiously as possible. Over thirty people from around the board contributed information through interviews to this phase of the study. Others were observed and recorded in other contexts such as board meetings.

At the outset, the question that acted as a guide to data collection is restated here.

The Question: What external influences upon school physical education departments generate reactions from secondary school physical education
Influences Introduced by Teachers

Teacher Background and Development

Teachers and teacher-coaches, who are involved in secondary school physical education programs, frequently indicate that their personal student experiences strongly influence their current level of commitment to, and involvement in, these same types of programs. These experiences are often used as benchmarks against which current student learning and experiences are compared. Although the benefits of these experiences are difficult to measure, the passion exuded, as these teachers tell their stories, is typical of an occupational culture (Trice, 1993). The seeds of professional enculturation, frequently began germination during their early student experiences.

Teachers’ Secondary School Experiences as Students. Teachers indicate that their own secondary school physical education experiences still influence and motivate them today. Whether their memories are authentic or their perceptions have become embellished cannot be authenticated. However, most teachers interviewed hold positive memories which have been acquired through classroom activities, extracurricular involvement, or both. Teacher after teacher relate their experiences enthusiastically, frequently stressing that because their teachers had been positive role-models, they themselves were strongly influenced to become teachers as well.

Len, who moved to a new school during the study to become an assistant-
head of boys' physical education, sums up the influences projected from his former teachers.

When I was a student I thought of them [the teachers] as "sir," and now I see them as friends and mentors. I consult with them all of the time and they have earned my respect with their competent leadership, commitment, strong feelings about direction, and their worthwhile opinions. I myself have reaped the rewards and now I want to give back. I want them [the students] to feel and learn some of the same things. For many of these kids, this is the world: memories, learning, and values, and these things transfer to their lives later on.

Len believes that it is his turn to "carry the torch."

Others, who were interviewed, repeatedly reflect, in positive terms, their own participation in physical education and extracurricular sports programs. Each statement is taken from different teacher-interviews yet is typical of physical education teachers. They seem to be indicative of a common language and also suggest the beliefs and values held within the profession. A short summary of their statements follows as their words and phrases project meaning, reveal motivation, and most importantly suggest cultural emotional attachment: "gave me the opportunity for positive personal growth," "commitment to a team and a goal," "striving for personal excellence," "learning how to compete," "learning how to deal in a positive way with losing, rejection, or failure," "develop meaningful relationships with teachers and other students," "these teachers really cared about students," "teachers frequently became positive role models," "pushed myself to learn personal skills and to be a part of a team," "to learn that discipline had a purpose," "a daily outlet to get rid of stress and frustration," "it was fun,"
"discovering what school spirit meant," "receiving recognition from peers and teachers," "enhancing self esteem," "the transfer of enthusiasm for physical education and sports to academics," "getting up early in the morning to go to school," "to have an opportunity to act as a leader or to organize student activities," and "the health and fitness issues we learned about were necessary."

Perceptual differences between physical education classes and extracurricular programs are common. Most interviewees recognize the academic, health, and fitness benefits of curricular physical education. One referred to it as a "means to an end...a very necessary introduction to fitness, games, health, and active living." However, the memories of the extracurricular programs are cherished. In keeping with this notion she states, "they provided the opportunity to put into practice and develop the many things that a good education teaches; it is a real social, emotional, and values learning environment."

A mathematics teacher, who also coached for a few years, summed up what the sports part of extracurricular activities meant to her.

I loved my high school days. I loved getting up and going to school early because being involved with school teams gave meaning to my life. When I got to university I was lucky that I had discovered my academic direction because I hated it there. I couldn't fit sports into my timetable because the program was inflexible and I couldn't make any of the practices. Life there was dull. It was because of my high school experiences that I coached here for a number of years.

The influence from the past, as it affects current commitment, is well stated by Hal, a teacher of physical education, "Quite obviously we are talking about tangible rewards--championships etc.--and intangible ones--learning values. Even
though one set is obvious, it is the other set that I look back on with awe."

Some believe that sports’ programs had a positive effect on their academic involvement. One former secondary school athlete and current history teacher and teacher-coach talks of the leverage that secondary school sports programs had his life.

I probably wouldn’t be here if it wasn’t for sports. In fact, I probably wouldn’t have gone to university. I loved being involved, and when I discovered that I might get pulled from the team because of my poor marks, I pulled up my socks. Being on that team meant that much.

Few teachers, however, talk of negative experiences as being the norm, yet two reminisced about such experiences. One stated that her ordeal had been caused by "the narrowness and the obsession of pursuing a single minded outcome in club gymnastics," not related to school sports, while the other learned that "fairness" was not necessarily a part of every teacher’s agenda. In both situations, youthful sport participation caused some pain and hardship, yet, important lessons were still learned that have assisted in the development of their personal educational objectives.

First, a female physical education teacher talks about the lessons learned through the excesses experienced in a drive to attain personal excellence--measured by attaining national status--and the effects she felt when she was young.

I became involved in gymnastics at a very young age--I was seven--and as it turned out I had talent. At first I enjoyed the challenge and the three to four hours a day that it took, but eventually I lost sight of who it was for--my parents, my coach, or me--I didn’t know.
Nobody at school really understood what I was doing, I didn’t train there so I received little recognition there. I guess I missed out on a lot that went on at school and everybody pressured me to go out for school sports but I couldn’t. In the end I achieved my national ranking but I soon realized that I gave up so much and for awhile my life became pretty miserable. I am fortunate to still have a love of sport and I care a lot about kids learning to enjoy their personal activities. I still believe that sport has so much to offer but now as a teacher, I focus on the positive personal growth of the students. Now don’t get me wrong, if someone is old enough to truly understand what they want and that they are going for such a narrow minded objective, then all the more power to them. I wasn’t that lucky. Well, maybe I was lucky in a sense because when it was all over, and before I truly realized what had happened to me, I had a degree in physical education. At least now I can use my experiences to be involved in students’ lives in a different way.

Another teacher discovered early that fairness can sometimes get lost when winning becomes the prime objective.

I loved sports and learned to stick with situations, even if they were not so good. Once I had a teacher [coach] who wanted so desperately to win a league championship. She chose her team and then played only her favourites. I sat on the bench the whole year and very rarely played and it didn’t seem to matter how much I improved. That wouldn’t have been so bad but I even sat on the bench during exhibition games and practice tournaments: she had chosen her starters and that was it. I felt "used" but I didn’t want to quit and the next year I had a different coach and got to play. This experience made me realize that not all sports experiences were going to be positive and fair and I can think back now and realize how important it is to be fair and play all of my players.

Teachers who are involved in physical education, based on past positive experiences--and to some degree, this represents most of the physical education teachers interviewed--reveal a strong desire to produce positive experiences for their students. For the few whose experiences were less than satisfactory, issues of fairness and moderation seem to be paramount. However, all brought important
lessons forward. Issues still relate to the production of positive experiences for students. The programs they offer or choose to be involved in represent a means to this end.

Sharon, a head of physical education speaks to why programs tend to recur.

The programs we offer as teachers just happen to be what we know best and we also know that they work because they worked for us and they are what we are to teach when we become teachers. We use these activities to create very real and worthwhile experiences for our students."

**Teachers’ University Experiences.** University experiences are often reported to act as reinforcers of secondary school student experiences whereby occupational enculturation often began. In this sense, when physical education teachers refer to their university experiences, they frequently indicate that these experiences reinforced the values they learned in secondary school. However, worth remembering so that the enculturation process does not take on a restrictive tone, students and teachers become social agents, yet also willingly choose their paths and assist in the creation of experiences and related meaning (Craib, 1984).

Three commonalities endure in teachers’ stories. First, those who studied physical education recognize that their education represents much more than learning about sporting activities, yet their participation in physical activity classes was validated as they learned the essentials of sporting activities which are fundamental to secondary schools’ curriculum. Activities which were repeatedly mentioned during interviews as being either core, fundamental, or traditional are: aquatics, badminton, baseball, basketball, dance and field hockey (for girls),
football (for boys), golf, soccer, tennis, track and field, and volleyball. Secondly, for those teachers who participated extracurricularly in any activity, associated curricular validity is reinforced as they remember these experiences as meaningful. Finally, the professors, coaches, or peers whom they remember most fondly, and once again who had a positive impact on their lives, are often associated with these activities.

Physical education teachers who have a university physical education degree repeatedly indicate that a background in sporting activities through their physical education degree is a necessity and participating in extracurricular programs is a significant learning tool, or both. A girl’s physical education teacher states, "With the emphasis on sport activities within my physical education degree, I felt that I was able to enter teaching with a solid background in teaching sports and other activities." Another male teacher offered, "After I graduated, I needed to learn a lot about teaching but I felt that I was reasonably well prepared to enter the system as it sits now. I understood the basics of sports and I was able to fit in right away."

Other themes which arose through the interviews with physical education teachers throughout the board should be noted. Physical education in schools should stress: (a) learning skills along with teamwork in core team activities; (b) knowledge and skills in individual athletic activities, (c) fitness and lifestyle education is essential and, (d) a solid knowledge of current health issues is important. Evidence suggests that these themes relate to the personal experiences
of board physical educators and are reinforced within their occupational culture. They are therefore not easily changed (Schein, 1992; Trice, 1993).

The pride that teachers relate to their own sports backgrounds, whether through academic physical education programs or through active participation in learning, stood out during these interviews. Several teachers went so far as to show concern that current university students may not be receiving an adequate preparation which is fundamental to the development of a good physical education teacher. One teacher indicates, "The current trend of reducing or eliminating university degree activity and sports' activity classes is creating a deficiency that may negatively affect the quality of physical education in the future."

Student-teachers, from the Faculties of Education are evaluated against this backdrop. In stressing that knowledge of core physical education subject areas, such as health, fundamental school sports, fitness, and lifestyle education is required, Paul, a long-standing head of physical education, states, "The good ones [student-teachers] are still good, but we are seeing with increasing frequency fewer good ones--they don't know enough about the fundamental areas of teaching physical education." He further states,

Perhaps they represent the latest in physical education, but I am not sure what we are supposed to do with them. Students should come here with the ability to teach our curriculum, at least that's what happens in other subjects, and if they can't, I am not sure what we can do with them.

Barb reinforces that the profession of teaching physical education has occupationally determined entrance requirements.
Look at the student[-teacher] that I have now. She has a physical education degree and she even has a strong background in one sport because of her personal interest and involvement, but she cannot even teach the core subjects at the basic level. She simply does not have the background.

Based on their experiences, teachers strongly believe in maintaining that which they believe has worked and continues to work by measuring actions and competencies against their occupational culture’s values. One female head sums up her feelings about new teachers creating change by stating,

If a new teacher can’t come in and teach the school’s core activities, how in the world will she ever be able to last long enough to introduce something new. We have expectations and standards that we measure them by, and they [the standards] don’t change easily.

Finally, teachers’ experiences, when they were students at a faculty of education, do not seem to have had a significant impact on the curriculum decisions. Two teachers’ comments sum up these views. Robert, a teacher of fifteen years states, "I learned a bit about pedagogy there, but I learned what was really expected of me through practice-teaching and through my own previous involvement in activities." Carol reinforces that relevant subject material is most often defined and embraced by physical educators through their occupational culture.

At the Faculty, I had no problem as I had a great deal of experience already. The lessons to be learned there related more to lesson plans than to curricular development. What people learned there was to relate to lesson plans as a substitute, but in the gym the variances are too great and a superb knowledge of an activity is more of an asset than a lesson plan could ever be. Knowledge of subject matter is the greatest possible asset for determining or delivering a good curriculum. For me that came from my experiences and from decent activity based learning.
Teachers' Affiliations with Professional Associations

As an ongoing influence, membership in professional organizations influences physical education profoundly as teachers make curricular decisions and seek to hire new or replacement teachers. Two organizations are reported to have significant influences on subject specialists in this manner, the Ontario Secondary School Teachers' Federation (OSSTF) and the Ontario Physical and Health Education Association (OPHEA). According to those interviewed, these organizations reinforce physical education teachers' commitment to, first, the teaching profession and the educational community as a whole and, secondly, to physical education as an occupational culture.

All teachers must become members of the OSSTF. As their "union-like" federation, it acts to protect the interests of education while maintaining a focus on teacher security and seniority (Ontario Secondary School Teachers' Federation, 1995). OPHEA is an advocacy organization established to promote physical and health education by providing educators with related information and by acting as a liaison organization between education and other health and activity interest groups (OPHEA, 1995). Many physical and health educators are loosely connected to OPHEA because of their mutual educational interests and because the board physical education consultant and the related schools' heads are OPHEA affiliates. The effects of each of these organizations on physical education at the secondary school level are sometimes subtle, and yet at other times are quite dramatic.

Ontario Secondary Schools Teacher Federation (OSSTF). I observed five
different staff-rooms in secondary schools during the study and, in each, copies of recent professional educational publications and newsletters, such as *Educational Forum* (Walker, 1995) and *Update* (Day & Clayton, 1995), are available for reading. Also, each teacher receives personal copies of these publications. However, when asked, they readily admit to not always reading the contents of these publications yet they act as regular reminders of their professional loyalties. As one head of physical education said, "We [the heads] are in a position where we should be keeping up on current educational issues. The federation publications are a good source of what is important in education. I guess it is up to us to interpret what that means for physical education."

When asked what membership in OSSTF means to them, teachers connected with physical education and school sports, often indicate that membership has a double meaning.

Primarily, the federation represents for them security and justice. One department head describes the federation as, "a body to negotiate pay scales and class sizes. I suppose it also acts as a watchdog on the quality of education, especially with the current government cutbacks, and at the same time it looks out for teachers’ and students’ welfare." For clarification and to reinforce the strong connection between physical education teachers and education as a profession, the OSSTF Charter states, "...to associate and unite the secondary school teachers...and to promote and safeguard their interests" (Ontario Secondary School Teachers’ Federation, 1995).
However, while they generally report being happy with their affiliation, physical educators also reveal a measure of apprehension and frustration with the federations’s power and authority. One such issue relates to a stalled "collective agreement" between the board and the teachers. According to the teachers, one of the major negotiation tactics of the board is the threat of, or actual implementation of, ‘work to rule’--a cessation of all voluntary services which includes all board and school extracurricular activities.

The withdrawal of services has a profound effect on student and staff relationships and morale. Several teachers indicate that they had been a part of a ‘work to rule’ campaign in the past which they "hated." One reminisced.

Teachers fear that it will split our ranks. Some see it as a necessity and others believe that it will ruin the relationship that we have built up with the kids. Not all of the teachers do the extra volunteer work that we do, and it is us [physical education teachers and teacher-coaches] that have to pay the biggest price. I personally don’t like to take it out on the students. There have been physical education teachers who have refused to ‘work to rule’ in the past and did that ever create havoc.

Another teacher and coach listening in on the conversation adds,

Students find it confusing to start an activity and then have the coaches walk out. The kids want to believe that we are dedicated and this doesn’t help the relationship between the students and the teachers either. If we are going to do it ['work to rule'], better to do it right at the start of the year so that expectations don’t get too high.

Perhaps one head of physical education indicates that the influences of the federation are sometimes subtle and indirect. He states, "At times it has stimulated interesting debate in the staff-room. I am certainly reminded of where
my loyalties are supposed to lie by other teachers."

At a heads’ meeting which I attended, the following issue surfaced. Physical education heads feel burdened by the federation’s support of seniority and tenure for the board’s supply-teachers. (This issue will be dealt with further under board influences.) Basically, two supply-teacher lists, A and B, are maintained by the board. The longer that supply-teachers have been on this list, the greater their seniority and the better their chances of obtaining computer generated supply-teachers’ work.

However, the problem, according to several heads, is that the senior people on the supply lists have attained senior status because they have persevered for years yet do not have permanent positions because their teaching competencies are often deemed to be unacceptable. When schools have the opportunity to hire new teachers, a boys’ head states, "We look within the ranks for the best of the supply teachers and this means that we often go to the new people at the bottom of the list." One head recommended that the heads need to be more involved by interviewing potential supply-teachers to ensure control over the quality of teachers joining the supply lists. It seems that what began as a union issue related to fairness and seniority, has become a means of assessing whether these teachers can control the students and whether they are able to effectively teach a school’s curriculum. Unofficially, this system has created a means of judging supply-teachers against the unofficial acceptance criteria of the physical education occupational culture.
Even though physical education teachers are not always supportive of their federation's position on various issues, they report that they are, nonetheless, pleased with the federation's support of schools' extracurricular activities through The Good School report (King & Pearl, 1990) - research sponsored by OSSTF. Physical educators wholeheartedly endorse this report which posits that, "Good Schools," among other things, often have active extracurricular programs which stimulate a positive educational climate. In keeping with what physical education teachers overwhelmingly suggest, such programs reportedly stimulate student satisfaction, success, self-esteem, and willingness to be involved. Student-teacher relationships are also enhanced through their mutual involvement in school activities.

Ontario Physical and Health Education Association (OPHEA). OPHEA (1994) has, as its Mission, "To positively influence the lifestyles of Ontario's children and youth through the provision of quality leadership, advocacy, and resources in the area of physical and health education" (p. 1). Within its goals it proposes, as an advocacy organization, to provide and influence leadership in the development of "programs and resources" (p. 1). Also, through the provision of "equitable professional development opportunities" (p. 1), it advocates "that all children and youth have the right to lead active and healthy lives" (p. 1).

OPHEA proposes to work in an ethical and credible manner, with partners, to achieve its goals for the province's youth. As an OPHEA partner, the board--as indicated by the board coordinator of physical and health education, the board
specialist in health education, and the department heads at the study sites—receive and use materials from OPHEA as it contributes to the advancement and delivery of board and school programs. According to OPHEA (1995), 86% of "teacher/leaders surveyed" (p. 2) use OPHEA material in their programs. Such a statement seems to be realistic when compared with data gathered through interviews and physical education office observation. Dialogue throughout the board indicates that other organizations, that represent physical and health education, sports, intramural, and recreational interests, seem to have little or irregular influence within the board. A director of OPHEA speculates that this may occur because "OPHEA acts as an effective intermediary for many groups and duplication of membership services is not viewed as necessary."

Materials sent to the schools by OPHEA often help physical and health education coordinators and department heads as they plan programs. Materials which are readily accepted are those which relate to topics of current interest such as lifestyle, health, or coaching certification. "Look at this," demonstrates Brent, a department head, "In this package, they have provided me with the dates of ten different coaching clinics. Some of our coaches need to attend these." Also, Jill, a head of girl's physical education states, "I have received source material on a number of health education topics and which I have used in my classes."

OPHEA (1994), within its partnerships, lists three Ministries within the Ontario Government: the Ministry of Culture, Tourism, and Recreation, the Ministry of Health, and the Ministry of Education and Training. The first two Ministries
work cooperatively with OPHEA in order to strengthen their delivery. Ironically, the latter, according to one OPHEA director, is unique in that it, "...at best maintains an arm's length relationship with us, or for that matter with any other physical education advocacy group." Most of the useful interaction within Ontario reportedly happens directly with the boards of education and with the schools through identified contact persons. In referring to OPHEA's relationship with the Ministry of Education and Training, the same OPHEA director indicates,

At this point in time, we are not sure how to influence the Ministry in order to increase or stabilize the physical education credit requirements in the [secondary] school curriculum. Right now in this province, the majority of people believe in the importance of physical education, but the political lobbying either isn't happening or it isn't effective. At this point, we even worry that we may lose physical education as a mandatory subject in grade nine. Physical education is different than the core literacy and numeracy subjects but, in our opinion, it is just as vital to the wellbeing of the students within our educational institutions.

Secondary school physical education department heads, through the urging of the board consultants, are the ones who take on the responsibility of maintaining membership with OPHEA. When asked why, Paul, a boys' physical education department head, replies, "We need to keep a professional attachment somewhere outside of the school system and this is the place that many of us choose. Through this organization we at least feel connected with current trends and issues in physical education."

One further example of a leadership initiative registered by OPHEA is the response to the Ministry of Education and Training's *The Common Curriculum: Policies and Outcomes, Grades 1-9* (Ontario Ministry of Education and Training,
1995). Through chosen physical educators from around the province, OPHEA currently has a draft proposal prepared in response to this document, *Healthy Active Living Outcomes for Physical and Health Education in Ontario* (Anderson, Hagerty, Massey, Orchard, Portt, Shorttt, 1995). This draft document, is currently available to physical educators around the province for review.

OPHEA stands as the single most important professional organization that represents and influences physical and health education in the site schools and perhaps within the board. Interestingly, several other provincial and national associations exist, which also attempt to influence the responsibilities and interests of secondary school physical education teachers. However, the interviews did not reveal any significant relationships existing between these associations and the site schools or with other interviewed secondary school physical education teachers in the board. OPHEA, as it maintains credibility by offering teachers information which is relevant to their existing programs, is also able to entice teachers to consider new material. It stands as a strong professional support for the occupational culture of physical educators and consequently has gained credibility in offering possibilities for change.

**Influences Arising from the Ministry of Education and Training**

The Ministry of Education and Training (the Ministry) has jurisdiction over Ontario’s schools. All of the province’s school boards and schools’ administrators and teachers are bound to follow the Ministry’s directives. With the governance
mandate firmly embedded in the Constitution Act (Government of Ontario, 1980), the influence created through policy documents reveals a vitality which is substantiated within the province’s schools. One principal states, "We have no choice when it comes to complying with the Ministry—we must obey. It has the power to create mandatory curriculum documents in any subject that it wants." As long as physical education remains connected with education, the educational mandate of physical education programs should be difficult to ignore.

*Ontario Schools, Intermediate and Senior Divisions (OSIS)*

Physical education, has long been recognized by the Ministry as a curriculum subject. However, its status within the curriculum has recently waned. In the early 1970’s, the Ministry mandated that physical and health education was "obligatory" (Ontario Department of Education, 1970, pp.17-18) through grades nine to twelve. Adaptations occurred through subsequent versions of the document (Ontario Department of Education, 1972/73 & 1979-81) until replacement graduation requirements were published in OSIS (Ontario Ministry of Education, 1984). The physical education credit requirement for graduation was now firmly established at one.

"Throughout the seventies, physical education supporters felt that they were losing ground," states one former Ministry official. "Physical education started as a strong curricular subject in the seventies and ended up having only one credit being compulsory in grade 9 in 1984." Subject teachers have long felt the effects of OSIS as fewer students take the subject after they pass grade nine. Teachers
feel they are then forced to respond with curricular developments that encourage students to remain in physical education.

OSIS, however, also recognizes the value of "co-instructional programs" (also known as extracurricular activities). These programs present students with opportunities to "participate richly and wisely in the life of this province..." (Ontario Ministry of Education, 1984, p. 2). OSIS also encourages such programs to be a part of school life, or they can be programs that "reach out into the community" (p. 4). "All learning experiences that are provided for students under the auspices of the school and the school board...are included under the aegis of curriculum" (p. 29) which includes the co-instructional programs. Further, co-instructional programs include, "intramural and interschool programs, school clubs, recreational activities, and extracurricular activities" (p. 29).

OSIS (Ontario Ministry of Education, 1984) further states,

The school should attempt to provide many different kinds of programs and activities. The co-instructional programs provide students with opportunities for enrichment, the further development of skills, knowledge, and attitudes acquired in the instructional program, the development of personal skills of socialization and independence, the realization of their potential in a less formal setting, and the practice of decision-making and the handling of responsibility (p. 29).

Finally, according to OSIS, schools should ensure several key factors. They should have a mechanism of evaluating school and student needs relative to these programs, considering student and staff interests and abilities and, in keeping with equity principles, the "need for equal opportunity for male and female students" (p. 29).
One principal finds it somewhat daunting that OSIS suggests so much to be a part of the school curriculum, and yet places incredible responsibility on principals under the *Education Act* (Government of Ontario, 1980). "We are responsible for all volunteers--teachers or otherwise--who coach within the school programs."

*The Common Curriculum: Policies and Outcomes Grades 1-9*

More recently, the Ministry introduced a companion document to OSIS, *The Common Curriculum* (Ontario Ministry of Education and Training, 1995). This document "outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1 to 9. It also describes the "knowledge, skills, and values students should develop by the end of Grade 9" (p. 3). Program development is to adhere to policies on "antiracism, and ethnocultural equity" (p. 4). As well, the programs are to adhere to policies on "the elimination of inequities based on gender, disability, socioeconomic background, and sexual orientation" (p. 4).

For physical education programs, this means that curriculum focus will naturally have a large number of objectives. A head at a non site school which also has a very diverse student population indicates, "It formalizes much of what we have been trying to achieve anyway. With the student diversity in this school, we have had to promote these concepts here already."

The curricular focus that *The Common Curriculum* (Ontario Ministry of Education and Training, 1995) suggests is based on outcomes. For students
graduating from grade 9, they are expected to have achieved a variety of outcomes and the board coordinator for physical and health education indicates, "The schools will be given specific outcomes that we have developed based on this document. This will require a bit of coordination with other subject areas as some of the expected outcomes will overlap with other subject areas." He further states, "I expect that the schools will readily comply with these outcome expectations. They have been developing some of their own curriculum outcomes based on student needs and in response to OSIS." Relevant information, developed by the board’s physical education and health education coordinators was then passed on to the board’s physical education department heads at their April, 1995 meeting. As well, board representatives later met with each school’s physical and health education teaching staff in order to explain the outcomes based expectations and to obtain feedback. Responses at the site schools is reported in Chapter Six.

The Common Curriculum (Ontario Ministry of Education and Training, 1995) expects that, by the end of grade 9 physical and health education and within the context of student learning and socialization, students will:

- distinguish between healthy and unhealthy lifestyles and make choices that contribute to personal well-being;
- participate in a wide range of daily physical activities and assess their benefits;
- use a variety of social skills as a regular part of daily life and assess their effectiveness;
- identify various forms of violence to identify their sources and consequences;
- interpret information and analyze issues related to physical, emotional, social, and spiritual aspects of
human sexuality;
- analyze issues concerning the use and abuse of alcohol, tobacco, drugs, and other substances; and
- identify and analyses school and workplace safety issues and practises. (pp. 86-87)

This process and dialogue reveal how initiatives, started at the Ministry, are passed downward to the province’s school boards and then on to the schools to be included in school documents. However, as will become apparent when site school reactions are discussed, change may not necessarily occur within schools as site personnel may interpret new meaning within the context of that which already takes place. Such noted cultural stability--resisting change or rationalizing inaction--is common in strong occupational cultures.

The Social Contract and Continuing Fiscal Cutbacks

In recent years, the Ontario government has made repeated efforts to reduce the provincial debt. Such reductions which are manifest at the school and classroom level, are perceived by interviewed teachers as emanating from the Ministry. Two factors were introduced during the study time-frame. Although the first, the Social Contract, had not yet had a strong negative effect on physical education programs, its effects may be cumulative with the second, the continuing fiscal reductions by the boards of education across the province. Combining the two may seriously reduce the ability of schools to deliver extracurricular programs.

The Social Contract (Special Supplement to Lancaster’s Reports, Aug. 1994) was introduced by the Government of Ontario to reduce government expenditures in education as well as in other public sectors. The Act called for a "mandatory
three-year compensation freeze for the period June 14, 1993 and March 31, 1996" (p. 1).

One young history teacher and coach states, "The young teachers with low wages have felt it the most. Even I have reduced my commitment from two seasons of coaching to one because the workload is so great and I cannot get ahead." A physical education department head from a school with solid extracurricular participation says, "I have had to work harder these past few years to get young teachers from other subject areas to take on coaching duties. I hope that this kind of thing does not continue for long or we'll really be in trouble." Young teachers feel that they have been placed in positions whereby their eager support of a school's extracurricular activities has not been recognized. In fact, one young teacher, frozen at an introductory wage, indicated that he had to work at a second job which prevents him from offering too much extra time to school activities.

School boards and teachers expect further deficit reduction measures to be presented by the Ministry in the form of cuts to educational spending (Ontario Secondary School Teachers' Federation, 1996).

Reportedly at risk are many teacher jobs as some programs may be cut and teacher preparation time may be replaced with an increase in teaching duties. The net effect, according to a physical education head at a large school, may be "severe for physical education programs." He goes on to say,

We have been told that we are losing about 10% of our teachers at this school. At this moment, I do not know if this will cut into our
coaching staff. I also fear whether the teachers, if they lose their preparation time and have to teach that extra class, will be as willing to coach our teams. We should have some idea soon.

Teachers report that these negative influences could be the most severe that the physical education departments have felt in many years. Effects of the cuts are currently reported at the site schools in Chapter Six.

**Influences Associated with the Board or Education**

Influences which emanate from the board may be placed into two categories. In one are those which are authority driven and tend to be centrally initiated from the board. In the other are those that are pervasive throughout the board and, as such, betray the existence of a strong culture. Such influences suggest that tradition, in the sense of a common history with many years of repeated behaviour, has become, in and of itself, influential to new and established members alike. Also telling are: common language, recognition and support of membership criteria, and the means by which status and rewards are allocated.

**Board-Wide Athletic Associations**

The board’s Secondary Schools’ Boys’ and Girls’ Athletic Associations organize secondary school interscholastic sports competitions for students within the educational setting of the board. The board’s physical and health education coordinator indicates that the Boys’ and Girls’ Associations remain separate entities because each believes it is able to "function independently, to best serve the students of both sexes without being confined by the actions or beliefs of the
Under the umbrella of the respective associations, numerous boys’ and girls’ sports are offered, culminating in the associations’ championship events. Any persons who enter the boards’ schools, will readily find artifact evidence of success, in the form of banners and trophies, prominently displayed in the halls and in the gyms. School success and continuance of related behaviour are reinforced in this manner.

Before competing, however, each secondary school must be an association member if its students are to participate in association sanctioned events and championships. Fees are attached to membership as well as to each sport in which schools participate. Schools may, however, organize and participate in specially organized low level organized ‘jamboree’ events with only the approval of the board coordinator and the respective sanction of their schools’ authorities.

Boys’ and Girls’ Athletic Associations have been an integral part of the board for approximately 70 years. According to board archived materials, the first board athletic associations were formed in the elementary schools: the Boys’ Public School Athletic Association was formed in 1901 and Girls’ Public School Athletic Association was formed in 1917. The Boys’ and Girls’ Secondary School Athletic Associations ensued in the years between 1920 and 1930, and immediately began to have significant influence by promoting and expanding the board’s interscholastic athletic events. Even though it eventually became the domain of the schools, the formation of the very first board athletic association
was centrally initiated by the board, thus setting in motion a history and tradition of official sanction.

The term 'tradition' represents powerful cultural language to association members. Pride in, and devotion to, continuing that which members perceive to be 'a tradition' was often noted during interviews. Board physical educators often indicate in similar words that they are "proud to be a part of the Secondary School Athletic Associations' tradition."

In keeping the language and concept of duty and tradition alive, senior physical education teachers inevitably report that they, or their peers, have had influential roles as executive members at one time or another. One assistant head states, "I have served on the executive for 15 years. It has been a lot of work, but continuing important work is worthwhile." Newer members, according to one young physical education teacher, "frequently act as sport convenors, in order to become involved. At the very least, we all coach school teams as part of the introductory level of the association[s]." It certainly seems to be rare that a physical education teacher would become newly employed by the board and not be immediately involved in one capacity or another within one of the board's athletic associations.

One teacher, with only a few years of experience states, "I consider the people who run the associations to be important people as role models. I can only hope that one day I will get my turn and know that I have made a difference." Some teachers from other academic subjects also become association members
as they either volunteer or are enticed into becoming team coaches for their schools. Activity which supports associational activity is often so dominant that it sometimes seems to be more highly valued than is the contractual side of the profession.

The associations operate through a democratic process by electing the executive at their Annual General Meeting. Also at this meeting, constitutional issues are debated and voted on by the membership, convenors submit their annual reports, and if necessary sports’ rules are adapted at this time. Requests are made for volunteer teachers to fill any vacated convenor positions.

Some issues receive annual debate as they reflect the differing program philosophies and emphases of some schools. These debates also represent the associations’ constant struggle to renew their mission as well as to establish their relatedness with education as a whole.

One such issue, the rules governing students’ sports participation rights when they transfer from one school to another, came up for renewed debate at the Annual General Meeting of 1995. I raise it briefly as it illustrates conflict, as school administrators and educators debate the merits of developing "excellence"--in this context, striving to develop and keep good athletes and teams, capable of winning championships--in sports programs while still maintaining a connection with educational and equity based objectives. The debate is also indicative of student populations and the differing program emphases at this study’s site schools.
On one side of this debate are those who argue for open transfer policies. One advocate argues, "No restrictions should exist to a student’s right to participate in sports, if and when they transfer from one school to another." Students’ rights to make choices are presented as paramount and their right to attend a school with a better athletic program is argued to be essential to that right. According to another supporter of this position, "The board and the relevant schools’ principals and guidance departments are entrusted with the decision to accept or reject transfer students. The league should not contravene their decisions and disqualify a student from the right to participate." Finally, a head of physical education at yet another school states, "Sporting excellence and winning championships are worthwhile goals and we should not be embarrassed by them. They are equal in merit to other drives for excellence within our educational objectives."

On the other side of the debate are those who argue that the emphasis of schools should remain educational and that the purpose of school sport is to support and enhance this endeavour. Participation is asserted to be "a privilege and not a right" states a girl’s head. Each school has been established to serve the students in a given district. One advocate of this position further argues,

To allow transfers to specific schools, solely for the purpose and benefit of sports, plays havoc with the fairness of competition and therefore jeopardizes the programs at some schools that now won’t be able to compete. Also, local students may be displaced from their own teams by students being recruited from out-of-district students. Regional students have legitimate rights to be on their school’s teams and it is their administration’s responsibility to protect their rights.
According to one leading official from the provincial association, "recruiting students for the purposes of winning championships could easily become an ugly side occupation for some of those who are supposed to be educators first."

Despite the highly charged debate over eligibility, service to the board athletic associations remains voluntary. Coaches, sports and events’ convenors, and executive members all operate in this capacity with few exceptions. "It has always been this way," says a teacher-coach of over 25 years. "It is something that we are proud of in spite of these hassles and it surprises the heck out of the Americans when we compete down there because they all expect to be paid for these duties."

"Maintaining focus on personal and sports discipline as well as on educational goals is one of the association’s objectives" states one executive member. One of the functions of both associations is to have disciplinary hearings for athletes and coaches when necessary—a "Board of Reference." He further states, "it is our way of demonstrating to the board of education that we can handle our business in an appropriate manner." Such efforts to control internal discipline matters are consistent with occupational culture behaviour (Trice, 1993).

Although some teachers complain that disciplinary procedures are used "too often" while others complain they are used "too seldom," the Board of Reference hearings serve to reinforce the notion that appropriate conduct is important to the associations and consequently to the board of education. Says one young coach, "I’d die if I ever came before the Board of Reference. What a way to get labelled
by your peers. I wonder how this kind of thing would affect my ability to get a promotion?" A superintendent and former teacher-coach reinforces this view. "I have seen a slow but sure ostracism at work here when teachers can’t or won’t learn what is valuable to the education system. For those who hope to get a promotion, these examples [reward, sanction, and ostracism] are very valuable as they reinforce values in our system."

"Ironically," states one head, "we are seeing more Board of Reference hearings with the volunteer coaches who are not part of the education system. Winning is more important to this type of volunteer." Not surprisingly, those who come from outside the system and have not been part of the enculturation process do not necessarily share the same values, conform as readily to insider behavioural norms, or fear the sanctions to the same degree.

Members are often reminded, in more positive ways, of the importance of commitment to, and values of, the associations. Special events can present a "Who’s who?" of important people in the board as well as demonstrate that continued involvement is important and will be appropriately recognized. For instance, the Annual 1995 Breakfast Banquet which was held to honour teachers who have honourably served the board and the associations, was attended by: the director, the chair of the board, some trustees and superintendents, numerous principals and vice-principals, the associations’ executive members, the executive-director of the Ontario Federation of Schools’ Athletic Association, and approximately 450 teacher-coaches.
Throughout the speeches and presentations of the awards ceremony, members were reminded of the "importance of tradition," the "selfless and endless service" of the members, and of "unfailing commitment to the students and to the organization." The chair of the board of education also reinforced the values and beliefs of the association by referring to them as "terrific voluntary coaching organizations, the best in North America." The Director of Education reinforced the importance of voluntarism as it is "important work to thousands and thousands of our students." He further stated that the teacher-coaches are vital to the system as they show first "the importance of sports and fitness to our students," and secondly, "all important studies on values consistently report on the values contributions of sports to the excellence of schools."

Seven major recognition awards, based on the values of the teacher volunteers the awards have been named after, were given out, and each of the recipients received standing ovations. Also included were lifetime honourary memberships, special awards named after former members, and 25 year voluntary service rings.

Of the occasion, Andrea, a teacher with ten years of experience says, "I like to see the awards given out because at this time of year I feel pretty beaten down. It reminds me that all of my hard work this year was worthwhile." She further states, "I find it refreshing that the main focus in all of the speeches was on service to students, and the teaching of values. Very little hype was placed on winning."
Many of the teacher-coaches at the ceremony, even though they come from all over the board, seemed to know each other. (Such a phenomenon is apparently not as common in other subject areas.) When asked for an explanation as to why, Carla, a girl’s physical education head states, "Through physical education activities, the amount of interaction is substantial. This doesn’t happen in any other subject areas. For those who want to be involved, it improves their profile as well as brings them many lasting friendships."

Quite clearly, visibility and worthwhile recognition are readily available to teacher-coaches in good standing with the associations. Physical education teachers and teacher-coaches learn about, participate in, and become indoctrinated in the activities that reinforce the dominant values of the associations, the schools, and the board. Patterns of socialization and criteria for member evaluation are reinforced. As well, the values and assumptions of the organization are passed on to new members. Finally, school based artifacts which reflect this culture, often do not reveal its complexity nor its struggle to create educational relevance.

**The Ontario Federation of School Athletic Associations (OFSAA)**

Within this research, OFSAA is considered as an extension of the board’s associations, as no teams or representatives from the board are eligible for OFSAA participation without board sanction.

OFSAA is mandated to provide students of its member associations, including the two board associations, the opportunity to compete for, and receive recognition at, provincial championships. "Fifteen [sports] which represent
twenty-seven sport championships each year" (OFSAA, no date) are offered. OFSAA maintains a philosophy of, "Education through school sport" and acts "to provide leadership on behalf of its member associations in support of the educational value of school sport" (OFSAA, no date).

Colin Hood, OFSSA's executive director states, "Our rules and regulations, including our student transfer rules, reflect OFSAA's commitment to, and support of education." To this end, "One of my primary tasks over the past few years, on behalf of OFSAA, has been to act as an advocate for sports." He informs me of his efforts in speaking and writing to numerous school boards, writing to the Minister of Education and Training, writing and speaking with the chair of the recent Royal Commission on Learning. As an example, a letter to the Minister of Education was provided as testament (Hood, 1996). I personally have witnessed his talks on three occasions as he willing presents OFSAA's message to almost anyone who will listen. He further states,

One of the great values in being a provincial organization, lies in the fact that we have representation from all over the province who keep educational and equity goals in mind. We act to unify and to regulate all of the associations under one set of rules. In fact, I think that because of our broad and stable representation, we are able to focus on our philosophy of providing fair play and equal opportunity in our competitions.

The idea of participating at, or even winning, an OFSAA championship provides tremendous incentive to students and teacher-coaches alike. On this matter, one interviewed student-athlete states, "I would love to go to a provincial championship and perhaps even win one. It would be the greatest thing in the
world for me."

In order to transmit its values and to improve the levels of leadership and coaching in the province, OFSAA provides Newsletter-Bulletins, an Events Calendar, resource materials, athletic injury seminars, a bi-annual women’s sports school, a biannual co-ed coaching symposium, and convenor workshops (OFSAA pamphlet, no year). According to Hood, the greatest threat that OFSAA has to its mission and to its program breadth, relates to the reduction of teacher-coaches within the system. He states of teachers, "They are the key if OFSAA is to maintain its educational mandate throughout the schools of the province."

The Physical Education Department Heads’ Association

The board coordinator of physical and health education and the health education consultant meet once a month with the boys’ and girls’ heads, or their designates, from each of the board’s secondary schools. At these meetings they discuss issues that are relevant to curriculum content, delivery, and change. They also discuss items that are relative to curriculum delivery. Should new curricular materials, whether developed by the consultants or from related organizations, be available, they are discussed and disseminated at these meetings. At two meetings which I attended, curricular information was handed out, by the staff central to the board offices, to each head from each of the board’s schools. The majority of information related to the health section of the curriculum.

Heads raise, for discussion or for clarification, issues that may be of concern to them within their own schools. Debate often ensues. In referring to these
meetings, one head states,

They give us a sense of belonging to a group--these people share our concerns. We find out that we are not necessarily alone with our problems and sometimes we even discuss solutions to mutual problems. It is the one time a month that we know we can meet with our board subject consultants and we can discuss any issue of relevance to our entire school program. The meetings help us to ensure that at each school we can be sure that our programs are not going too far astray. We have to keep our identity with the board and this is our regular way.

The Physical and Health Education Professional Development Committee

The physical and health education Professional Development (PD) committee meets several times a year to develop new program ideas and initiatives for the subject teachers. Other teachers may take part if they wish. The members were observed as they met with one of the board’s subject specialists, and established a method to receive input from the board’s secondary school teachers. Once input was received, a summary of the suggestions was made to determine a "theme of need." The committee set the final PD agenda based on an analysis of submissions. Two work-shops were then developed and both related to lifestyle education and leisure pursuits. One endeavour was to be held at a local rock climbing establishment and the other was to introduce outdoor initiatives, which included kayaking and canoeing, related to the various rivers within the board.

The board representative indicates that the criteria for PD committee selection relates to two things. "First," he states, "a representative, must have enough experience to know our board’s curriculum well, and next must be committed to curricular and professional development." Interestingly, one
committee member is relatively young, and indicates that he was lucky to be asked to be on the committee. Perhaps partly in response to his involvement, he was awarded a promotion to assistant-head of boy’s physical and health education at a new school within one month of the meeting. When asked why he thought he received a promotion, he indicated that he has always been involved with extracurricular activities, but more importantly, feels that he brings to his job "a real devotion for improving the physical education curriculum." Such action would be in keeping for those who support and are active within the system by rewarding them and raising their status.

Finally, committee members wish to present relevant and important curricular issues to the board’s teachers. Consequently, they are wary of their credibility and want to be seen as continually relevant and proactive.

Managing Internal Integration of the Members

The board and the schools, have developed mechanisms whereby potential teachers can learn and develop the skills expected of them while schools’ leaders have the means and the time to assess the abilities of these individuals to conform to group norms. Also, those wishing to attain positions of increased power and status, are also measured against established norms (Schein, 1992; Trice, 1993).

Board and School Hiring Practices. Physical education teachers and the respective department heads talk freely about their disgruntlement with supply-teachers and the system which allocates them to the schools. This topic was also raised at one of the board’s Physical Education Department Heads’ meetings which
I attended. At issue are the abilities of the supply-teachers within the supply-pool to adequately replace a full-time teacher and fulfil the expected curricular teaching requirements. In part, a communications problem exists, but upon investigating, other issues become apparent.

Supply teachers have been hired and placed into the board’s "permanent supply-pool." This task falls under the purview of the Superintendent of Personnel who in turn entrusts it to the direction and supervision of the Coordinator of Physical and Health Education. A volunteer board-wide hiring committee was formed, usually consisting of a principal and several department heads. Prospective candidates were interviewed and the best were accepted as members of the supply-pool.

However, the system does not seem to work as well as the heads feel it should. One head states, "...then the OSSTF got involved and ensured that senior members of the supply pool would get priority for supply-teaching, and the ones that have been around a while have been there for a reason, they aren’t good teachers."

In order to hire a long term occasional teacher (LTO), some heads believe that some principals "must bypass this system and take the heat if they want good LTO’s."

The formal system of evaluating and providing the supply-teachers does not work well. A head states, "It is a real problem and hardly worth the hassle to formally give a supply a poor rating. So it just isn’t done." Surprisingly, many of
the supply-teachers do not seem to have the qualifications required by the department heads for specific short term assignments. A poor matching of skills with occasional jobs seems to be the case.

However, over the course of any given year, supply-teachers are informally evaluated by the schools' department heads. As these supply-teachers are observed, certain names come up more often as having the skills required to adequately fill in for long term absenteeism. In reality, the pool of supply-teachers is a reservoir, whereby those most suited to fill the role of permanent teacher rise to the top of the unofficial "opinion polls." One supply-teacher's name came up on several different occasions as an excellent example of a "good" supply-teacher.

A department head, in talking of this individual asks,

Why can't we have more supply-teachers with his ability? He fits in without needing much direction because he knows and understands kids: he can teach any of our core subjects, and he is enthusiastic. It is people like him who will get the available jobs.

To sum up, the system ironically has a dual function. It formally protects those with the greatest seniority yet the longer they remain in the system, it informally identifies them as undesirable. It also allows the heads to assess and identify the supply-teachers that they would like to have, should a long term position come available. Not surprisingly, cultural standards reinforce and support the informal methods of supply-teacher evaluation.

Promotional Pressures. Although not readily apparent, teachers learn to behave in accordance with established norms which in turn assist them as they apply for board-wide promotions. For the most part, teachers seem willing to
perform extra duties of their own volition because of the rapport and satisfaction developed in working closely with students. However, one teacher, who willingly admits his "mercenary" nature, indicates that he has expectations with respect to the performance of his extracurricular duties which are based on his long term goal of becoming a principal. He states, "I have figured out that it is difficult to get promoted unless you are involved outside of the classroom. I am lucky that I enjoy sports, so coaching is a natural for me." Stated in a another way, a former women’s assistant-head of physical education feels, "If a physical education department head, assistant-head, or teacher does not coach in at least two of the three seasons, they are not perceived to be doing their job!"

However, volunteer service within schools can, nevertheless, "back-fire." I was fortunate enough to review, in confidence, the applications of several applicants for an assistant headship in a non-site school history department. Through this exercise, one concept was reinforced: reputations are developed around one’s ability and willingness to serve on committees and to commit time and effort to extracurricular duties. However, not to be misled, promotability may also be damaged if group norms are abused or not met. One candidate’s reputation suffered after close scrutiny of previous service in extracurricular activities revealed that colleagues saw him as a "hot dog." He was perceived as an opportunist, who served his career path by ensuring he coached only winning teams. Service to students was thought to be his secondary objective. He was not offered the job.
For some individuals and for whatever reasons, such pressures are nonexistent, as they have low aspirations for further upward mobility. However, commitment to the students and to the programs remains a powerful standard against which many hope to be judged. A young teacher, in talking about one of his former teacher-coaches says, "I remember him shovelling the snow from the inside lane on the track while we were expecting him to cancel practice. We then understood what was meant by commitment and discipline. His promotion days were already past."

Facilities as Influences

Although schools’ personnel tend to be minimally involved, "Facility development and financing are complex issues that are resolved at the board level or higher," states a retired assistant superintendent. However, after a facility is built or redesigned at great cost, it becomes a significant artifact and has profound effects on the values, operations, and attitudes of those who work within.

Facilities as a Statement of Relevance. During the data gathering phase of this study, a redesigned and rebuilt secondary school was opened within the board. I was able to view the facility while on a tour with the board physical education heads. I make the following observations in consort with some comments which came from some of the heads.

The facility is designed to be student friendly. It has large open spaces where the students can relax and socialize, even in the winter. The new gyms, one large gym divisible into boys’ and girls’ sections, are bright and spacious with
the respective men's and women's offices located at either end. The gyms are
located just to the side of the main entrance to the school. The pool is perhaps
the best in the board and the external facilities have been redeveloped to recover
activity areas that had been previously devoted to external parking.

I first heard of this initiative from a principal employed in an adjacent board.
He comments, "The facility is gorgeous. The teachers and students will love it.
It has obviously been designed with students in mind and I think that it will foster
a positive atmosphere. Students will want to be there." He readily admits that the
development of facilities such as this one make a strong statement about the
board's commitment to physical education and sports within the schools. He
states,

The facilities speak volumes. First of all they indicate that the board
takes student physical education and activities very seriously and
quite obviously this is a continuation of a long tradition of emphasis
on good physical education and sports programs. I must presume
that by building a facility such as this, they mean to carry on with it.

In an archived book about the history of the board (Board Archive, 1950),
reference is made to board sponsored summer swimming programs between the
1925 and 1930 whereby 95% of the students learned to swim. I also discovered
from a trustee, "Compared to other boards, this board has a large number of
swimming pools, which is a testament to the ongoing board commitment to
teaching students how to swim."

The historic commitment, which continues with pride, to the number and
the quality of board physical education facilities continues to make a strong
statement of the board’s long standing commitment to physical education programs.

Shared Facilities. Over the years, the board has developed a reciprocal arrangement with the local Parks and Recreation Department. Through this arrangement, the two organizations share facilities with no costs being assessed to the other partner. For physical educators, maximizing student participation in extracurricular activities is reportedly the objective.

The importance of this arrangement became evident at a board’s heads’ meeting where several trustees were present. Information came forward whereby the board had considered charging the city for facilities use. This was in response to the need to cut a significant amount of money from the board’s operating budget in the 1995-96 fiscal year. One head made a strong objection by stating, "They must not realize what we all have to lose. If we charge them, they will charge us and we will all have to give up some of our programs. What is the point in starting a war like that."

The issue did not resurface that year. As the two partners continue to share resources, more activity space is available for the students.

Design as a Behavioural Influence. Facility design has an effect on behaviour. At first, this effect was difficult to detect but became increasingly evident as the study progressed. The designs and locations of gymnasiums, pools, and staff offices seem to have an influence on the perceived status of staff as well as on intra- and inter-department communications. These realities in turn affect
the cooperation and efficiency of those who plan, deliver, and participate in the programs. Such effects have already been reported at the site schools in the last chapter.

Some offices seem to be located where heavy traffic of students and staff is the norm. Others are located far from major traffic areas. Interaction of the boys' and girls' heads with each other and with the external staff and students is facilitated with the former generally maintaining communications at a high level. According to a girls' head, "I have worked in schools where the offices are not centrally located and where the boys' and girls' offices are not close to each other. It makes a big difference to planning when communication is hindered in that way." Another teacher indicates, "It is difficult to feel a part of the department when you are not privy to the daily discussions. I often feel left out and hear about things after they have been determined. You have to be there to feel like you are a part of it all." Office location often reinforces the perception of whether staff members have 'insider' or 'outsider' status.

**Safety Issues as Program Influencers**

In the past few decades, the board has increased safety awareness by creating and disseminating policy and procedure manuals, of which classroom teachers are expected to adhere. On the surface, these recent trends to improve the safety of the schools' programs and facilities did not seem to have an influence on program selection. However, after further evaluation, some side effects became apparent whereby new safety awareness determines staff action. Boys'
and girls' gymnastics went into decline as teachers chose to avoid the activity because of their low knowledge levels and the perceived liability. Also, weight training rooms are now closed when adult supervision is not available. Of this dilemma, which operates against stated objectives not to reduce student activities, a department head states,

> We wish to keep facilities and programs open and available to the students because we want to maximize the types of programs that we offer. However, we are just not able to guarantee sufficient knowledge and safety in all of the possible programs that could be offered in our facilities. We, therefore, have to make some activity choices based on safety concerns for our students.

Discrepancies, however, become apparent as physical education heads and teachers report that they sometimes make personal choices related to the types of risk they are willing to assume. Their program choices strongly reflect both their perception of risk to the students as well as their own belief in their competencies in coaching and teaching.

**Influences Introduced by the Media**

**Media Recognition of Programs**

Media publicity is reported in this section as an influence, even though it is perhaps more of a program reinforcer which acts to legitimize that which schools, teachers, and students already do. Publicity, although generated by school activities, in turn acts as an influence which tends to cause schools to reproduce more of the same behaviour that created it in the first place, thus seeking more recognition. "One thing for sure," states an assistant-head of physical education,
"publicity helps us to keep our coaches and it keeps the kids coming out for the teams."

Schools post, in very visible places, newspaper articles that report on schools’ sporting successes, and recently, this publicity has been unprecedented for several of the board’s schools. It is not uncommon to see as many as five articles related to sports such as basketball, football, track and field, or swimming posted on bulletin boards inside or outside gym offices where sports’ success is significant. One teacher-coach and member of the boys’ athletic association states, "It is great recognition of what the board, the schools, the coaches, and the kids are accomplishing. It gives the students instant peer recognition and it reinforces the programs in the sense that we must be doing something right."

A guidance teacher states, "Whether the publicity relates to one program or another, we can use it to develop a reputation as a good school. This reputation acts to generate enthusiasm for not only the programs that create the publicity but also for the school in general." A vice principal of a large school adds, "If it reports on our success and the stories remain positive, then it can’t do us any harm. We are, after all, in the business of selling our schools to students."

An Aging Teacher Population

The increasing average age of teachers is seen as a cause of declining commitment to extracurricular activities. Generally speaking, those interviewed generally believe that aging teachers tend to have fewer energy reserves to devote
to extracurricular activities than do younger teachers. Also, lifestyle factors such as family commitments, especially for women, or work on other school projects come into play which may draw teachers away. However, some teachers, especially those in physical education, often bolster their commitment as they age, perhaps due to cultural pressure and perceived prestige, and remain dedicated to student activities by maintaining energy levels of which even some young teachers are envious.

By and large however, as teachers age, their energy levels diminish and their youthful enthusiasm is replaced with a slower, more self preserving pace. The Director of Education, who is proud to be a former teacher-coach, recognizes that physical education teachers have difficulty in maintaining the necessary energy levels to remain "in the gyms" especially as recognition for their efforts and abilities in the form of advancement has diminished in recent years. He states,

It takes about 30 years for teachers in physical education and music to run out of gas. It is a 'hard go' and now they are also a little bit disenchanted. In the 60's we saw many of the physical education people getting promoted up to the vice principal level and beyond so the culture around physical education and sports activities was reinforced. We don't see that so much now and with it we see a definite culture shift and many of these teachers feel a little neglected. Other subject area personnel are now getting the high ground. I have a different view of it, I regret the 'passing of an era'. We have to rebuild that same commitment to the schools, to education, and to students.

Adding to the dilemma, he indicates that new teachers are generally needed in the system as a whole to give it a revitalization of energy.

We also have not seen a great influx of new people in phys. ed. in over 10 years and that will change soon as teacher demographics
change. Many are reaching retirement age. We will see a revival in terms of energy and new blood as the youth enter the system.

A head of physical education is more direct and focuses on the declining energy levels of aging teacher. "This is a young person’s business. I want teachers with a high energy level, ones that I can work with for the next fifteen years." He did not indicate what aging teachers should do as they get older.

Examples are available of classroom teachers who, for various reasons, have either dropped their role as teacher-coaches, or switched to other teaching areas away from physical education. One indicates,

When I became a mother, I realized that my home commitments just went way up. The best way to deal with this was to move into my other subject area fulltime so that I didn’t have to deal with the idea that I was not fulfilling my coaching responsibilities. I could leave the school at four o’clock to look after my family.

An English teacher, after obtaining a promotion to a new school, reflects on his coaching career.

I started coaching when I was young and enthusiastic and perhaps because I needed to feel like I was contributing as much as possible to the school. When I changed schools, I used the opportunity to reduce my coaching duties because it is always easier not to start something than it is to stop doing it. I also needed the time to do my new duties. At my old school, the pressures to maintain my coaching duties were strong, especially from the students.

Teachers indicate freely that working, year after year as physical education teachers or as a volunteer teacher-coaches, is very time consuming and energy depleting. One girls’ physical education head believes that the board-wide coaching recognition awards, "in part, counteract this phenomenon" and reinforce the culture of commitment to students.
Throughout my schools’ visitations throughout the board, I observed physical education teachers regardless of age, and fewer older teacher-coaches who demonstrated commitment to students’ activities. Regardless of age, most who volunteer demonstrate exceptional rapport with students. Numerous interviews and observations reinforced these observations. One physical education teacher, with over twenty five years of teaching and coaching experience, sums up his thoughts. "Being a coach, allows a teacher to relate to kids on their level. They will allow the coach into their lives because they appreciate the commitment, they look up to us and this helps mutual understanding develop. We often have fun together."

Given a reasonable and regular turnover of teachers, young teachers would enter the school system. However, because so many teachers remain within physical education, young teachers are not entering the school system with any regularity. One senior official states, "We haven’t been able to hire many new teachers in recent years." As a result, cultural standards have little chance of being challenged by recently educated graduates.

**Expectations of Incoming Students**

I visited six elementary schools and talked with the physical education teachers about the students and their programs. I also used the opportunity to make observations as I passed through the schools. Information gathered reinforces data from the secondary school sites.
Student Diversity

Teachers report that the general make-up of student populations has changed dramatically over the past twenty years. Although I discovered some exceptions, public and secondary schools often have incoming student populations that are largely made up of students from families of recent immigrants. One teacher in a core school reports that because of this, "Over half of the students in this school have been, or still are, enrolled in ESL (English as a Second Language)." Also reported are significant variances in race, religion, education, economic status, and physical activity habits. For some students, these factors sometimes influence the strictness of their parents where family expectations do not allow for students participating in after-school programs. This is reported to be especially true for female students.

Such diversity can affect the operation of an entire school, including physical education classes. Secondary school teachers often report that they can never be sure that students arriving in grade nine will have mastered any of the expected programs of the elementary schools' activities curriculum. They also are not certain of the extent of the learned or retained knowledge of these students from the elementary health education curriculum. A secondary school girls' physical education teacher states, "Students often arrive here without any knowledge of english and have never had any instruction in physical activity or in health." Another teacher indicates, "Some of these students are not allowed to stay after school. They are expected home immediately. This is unfortunately true
more often for the girls."

Teachers are concerned that student diversity sometimes creates a very overt negative influence on student behaviour as they satisfy their needs for social connectedness by joining "gangs" where some of their social needs are satisfied. A girls’ head reveals here concern by stating,

Students are drawn away by some very strong negative forces. We try to provide programs that students will want to be a part of here. We don’t win them all over, but I think that we create enough positive involvement here to counteract these negative forces to some degree. Students want to belong to something and we try to provide something that is worthwhile.

Physical education teachers, however, feel that they are expected to cope with these issues within the normal course of their teaching.

**Students’ Prior Experiences**

Students who have been fortunate enough to fully partake in physical education programs in their elementary schools, attend secondary schools with expectations which are primarily based on their prior institutional experiences. Evidence of this was obtained in interviews and confirmed through questionnaires administered at several elementary schools. Many elementary physical education teachers have already put in many hours teaching about, and running, fitness and sports programs during, before, and after school. Several teachers indicate that they coach more than five sports with one coaching ten different sports during the course of one year. When schools’ teams are successful, championship banners are visibly placed for all to see.

One elementary school teacher states, "Students develop expectations, in
part because of what we offer, and in part because they see these things on TV and they wish to reproduce some of these activities." Another adds, "We have leagues and championships and we work hard to provide programs where the students will learn and enjoy. We hope they will carry this enthusiasm on."

Finally, a head of boys physical education at a secondary school indicates, "The students arrive here often with expectations centred around sports programs and we try to fulfil their needs. We are sometimes criticized for it, but if we don't respond to what the students want, they may not take phys. ed. in grade 10."

According to the board's coordinator of physical education, the board endorses the schools' programs and reinforces the aspirations and development of the students through their involvement in sports programs. The physical education staff of the central board office assist with the operations of many championship events. Also, in a demonstration of endorsement, the board offers special scholarship opportunities to a small number of students who attend a summer camp where science and track and field are offered as learning opportunities.

Elementary teachers take pride in almost a century of commitment to extracurricular sports programs. As evidenced through a board publication, one teacher has taken the time to research the historical development of championships within the board. Such emphasis at the elementary level translates into an influence at the secondary school level as students develop expectations related to curricular and extracurricular offerings.

Finally, elementary school physical education teachers reportedly often
develop a good rapport with students and perhaps a continuation of this rapport is expected by students as they move on to secondary schools. An elementary physical education teacher indicates, "The gyms are the central focus of the schools." Also a non physical education teacher adds, "This is where the kids come to relax and play. They want to be involved and to interact with their peers. Our principal is threatened because the PE teachers are so popular. We [the other teachers] instead use them to give us advice on students."

As they enter secondary schools, many students carry expectations about physical education programs. As voluntary consumers in all of the extracurricular programs and in the curricular program after grade nine, they strongly influence, through their participation patterns, that which physical educators offer within the secondary schools. Successful physical education programs must cater to their needs.

**Chapter Conclusions**

The influences represented in this chapter are conceptualized by the means they enter into the site schools. They are introduced through teachers and teacher groups, the board, the Ministry, the media, and the students. Such influences then influence the program decisions of the teachers of physical education.

First, teachers become indoctrinated into the occupation of teaching physical education within the board’s secondary schools, consequently bringing to their profession influences derived through occupational socialization. This process
encompasses teachers’ own secondary school student experiences as well as their university training. Both are subsequently reinforced by their training as student teachers in schools. Admission into the profession tends to be based on their successful passage through this induction process. When combined with their successful demonstration of occupational compatibility through supply teaching, their behaviour and choices as teachers are predisposed as they already have incorporated strong notions of the language, norms, and standards of secondary school physical education. As teachers age, their perspective also changes as they are often less willing or able to be involved in all programs with the same high energy levels exhibited in their early careers. Also, advancing age is perceived to limit one’s ability to climb the promotional ladder. In this case, the cultural norms which reinforce enthusiasm, voluntarism, and commitment to students will be put to the test in combating the deleterious effects presented by aging.

After being accepted into teaching, teachers of physical education become members of several overlapping bureaucracies and groups within the board. Through these associations, behaviour mediation occurs as the perceptive teachers adopt the norms, standards, and means by which they achieve status or promotion, or both in these groups. First and foremost, they are members of the board’s educational bureaucracy which places professional and educational expectations on them as they vie for recognition and advancement. Secondly, they become integrated as members of the teachers’ federation which also recognizes and represents them as legitimate members of the educational
community yet reserves the right to remove their voluntary services as leverage against the board. Finally, physical educators belong to professional physical educators' associations, the largest of which are the Boys' and Girls' Athletic Associations of the board. To these associations, physical educators often become highly committed as their active and successful participation enhances teacher recognition and status within the schools and the board. Most issues of physical and health education fall within the purview of one or more of these groups which in turn individually and collectively have significant influence on teacher thinking and behaviour.

The influence of the Ministry is somewhat direct compared to those from other sources. When the Ministry dictates educational policy or regulations, the central board responds yet physical educators within the secondary schools, at the very least, tend to argue that compliance has been achieved. Physical educators seem to be aware and respectful of Ministry intervention as they view themselves as part of the provincial educational mainstream.

The media has significant influence over schools as it reinforces that which physical educators do, especially through the schools' extracurricular sports programs. Positive external publicity about athletic programs acts as verification that the programs are appropriate and that the success within is healthy.

Finally, students, as consumers, act as a significant influence within the schools and enter with expectations often derived from their elementary schools. Secondary school teachers are in a position whereby they must respond to these
expectations or risk a decline in participation in curricular and extracurricular subjects. Thus, teachers as they operate among many influences, look to maintain certain culturally prescribed programs, yet are cognizant of the mandate to keep students wilfully involved.

All influences having an effect on physical education create reactions within the subject teachers. These reactions are discussed in Chapter Six. Influences which did not seem to induce reactions at the site schools were not introduced in this chapter. However, they may be deemed as significant elsewhere.
CHAPTER SIX

REACTIONS TO INFLUENCES ACTING ON SCHOOL PHYSICAL EDUCATION PROGRAMS

Introduction

This chapter focuses on reactions, professional and planning responses, which follow the presentation of selected influences in the last chapter. However, in focusing on cultural dynamics and in recognizing the limitations of explanations based on linear causality (Schein, 1997), I have created sectional headings which deviate to some degree from the sequences presented in Chapter Five. Discussion continues to illuminate site school physical education subcultures which are connected to a strong board-wide culture of physical education. The study subcultures are not only bureaucratically connected to other school subcultures but also, connected on a values level of cultural formation.

Responding to Cultural Expectations: Internal Integration

Teacher Background and System Entry Expectations

Formative educational experiences have been suggested to influence current teacher reactions in the following ways. First, positive secondary school physical education experiences, especially in extracurricular activities, seem to establish a mental template which teachers tend to value. Next, undergraduate university
physical education activity and sports related experiences often reinforce these early perceptions while contributing to teachers’ overall knowledge of school physical and health education curricula. Finally, incoming teachers, including student and supply teachers, seem to be measured against the expectations created and reproduced by these experiences. Thus, a pattern of cultural indoctrination and reproduction is suggested that also selects teachers who best fit these occupational subculture characteristics. Site school data strengthen the notion that such influences make the behaviour of site school members somewhat predictable.

Secondary school teachers at Schools A and B remember their school physical education experiences with descriptions such as "great experiences," "best years of my life," or "a privilege to have been in the system at that time." Brynn, the head of girls’ physical education at School A, speaks to the issue when she says, "The experiences in physical education and especially in extracurricular programs were very positive for me. Physical education teachers and coaches meant so much to me that I wanted to influence kids lives in similar ways." However, her career path took a detour because of the effects of other strong influences in her life. "It was only because my mother wasn’t so sure about this being a sensible thing to do that I took a geography degree first; then I switched when I realized how much I missed physical education."

Because of formative experiences related to their profession, the physical education teachers at the site schools believe that they entered their profession
and their current institutions with their "eyes open." All believe they already had solid understandings of what their jobs would entail and, when they were hired, were eager to function and coach within the schools' extracurricular programs. When asked if he knew what expectations existed, Greg, a graduate of School A and currently a physical education teacher at School B indicates, "Of course! I participated in physical education classes, in intramurals, and on school teams, and I have come into the profession knowing that these duties are all part of the package."

Judy, of school B adds,

Even though the extracurricular part of the job is officially extra to my classroom duties, I knew when I went into my degree program in physical education that I would end up coaching for sure, and perhaps running the intramurals as well. These parts of the profession have always been there and I knew what I was getting into.

Ted, the boys' head at School A, summarizes the importance of the background of potential teachers as they apply for physical education positions, suggesting that both formal (contractual) and informal (non-contractual) aspects of the job exist.

Anyone wanting to be a physical education teacher would be pretty dumb if they didn't already know what it entails. In fact, over the years I have hired a few teachers and they all applied with their backgrounds in physical education well documented, and they came here prepared to work in all of the physical education areas. At least if they didn't, their application didn't get very far. Good applicants know from their own backgrounds that the physical education staff teach physical and health education, run intramurals, and organize and coach the school teams and they should develop enough competencies in these areas to show that they are prepared.
Ted also indicates that he looks for the same qualities in a student-teacher that he would look for in a teacher that he wants to hire.

Finally, Brent the boys’ head at school B states,

I remember several things from my days as a student that still influence me strongly today. The best teachers were enthusiastic. Next, they had a decent understanding of sports, including both the rules along with the fundamentals. Also, they were good organizers because so much was always going on.

When asked what she looks for when searching for a new teacher, Brynn brings up the notion of maintaining tradition which she relates to "continuing on with what we have come to expect."

I am either looking to fill a hole that has been left vacant by a departing teacher, or I am looking to enhance the programs that I already have if I am lucky enough to hire someone because enrolment is going up. Either way, I am looking for someone who can fill some specific functions within the role of a physical education teacher’s duties. No matter what, a new teacher must be able to fit in with the other teachers. They have roles and the idea is that we all complement each other.

During the study, Brent hired a replacement for a recently vacated assistant-head position. He indicates that the person hired has experience in teaching, but with very important qualifications, "He has the right experience to coach and is able to greatly assist in the administration of the extracurricular activities. We do so much here to promote student activities and a sense of belonging that we need this kind of help."

Principals at Schools A and B also have clear expectations around extracurricular duties which have been demonstrated by their practices of hiring not only physical education teachers, but also other subject teachers. For
instance, at School A, Catherine a first year science teacher and teacher-coach suggests that supporting the physical education culture has merit yet she does not expect all teachers to do the same.

In my [hiring] interview I was asked by the principal if there were any other areas outside of teaching in my subject area where I would be willing to contribute. I knew that in order to get the edge over other applicants, it would be wise for me to indicate my willingness to be involved. Extracurricular activities is a natural as every school has them and there are never enough teachers willing to do them all.

Following her acceptance as a teacher, she indicates that her involvement in extracurricular activities has been encouraging as coaching has presented her with subtle pressures and rewards, and perhaps most important, recognition from administrators, teachers, and students alike. Overall school integration is reflected as important.

During the early stages of the year, I was approached by Brynn so that we could determine where I could fit in and soon I became the girls' badminton coach. The rest has been great. I now know more of the school's staff; I feel like I am a part of what is going on, and now more students know who I am and talk with me on a regular basis—some of them, I don't even know.

Don, a teacher-assistant in special education at School A and not officially a teacher, volunteers to coach as an indication of his enthusiasm and willingness to be a part of the school. He indicates, "It really makes me feel like I am part of the school and I know that the experience and the dedication will show that I am a willing participant to school life. Besides, I really enjoy coaching and gaining from the improved interaction with the students."

Both of the heads at School A feel that their principal remains sympathetic
to the physical education departments' needs in the hiring of teachers. However, Ted recognizes that limitations exist because of the competitive nature of the school's other subject subcultures. He states, "In hiring, he does balance our needs with other school needs, so we don't always get what we want. But all in all, he has been very good to us."

While the principal at School A defines his support for physical education and related extracurricular programs within the context of the school's broad extracurricular needs, the principal at school B seems to more aggressively meet the needs of the activity areas. He demonstrates, through his decisions, strong leadership support for physical education and also indicates his belief that students need to be physically active. As confirmation, he has hired as many teachers as possible who will accommodate his objectives.

Of this, the head of boys' physical education indicates, "In this school, we have 15 male teacher-coaches from other subject areas who have physical education qualifications and who actually coach for us. Over the years, Gary seems to have influenced and accommodated our extracurricular programs." Female teachers are part of the school's coaching contingent. "Even the school librarian coaches one of the girls' teams."

Not all of the teacher-coaches who begin coaching with their first job remain in coaching. On average, the men seem to remain active longer than the women. A female mathematics teacher at School B who was a teacher-coach indicates the subtle social differences that perhaps cause women to leave coaching but do not
influence men the same way.

I coached when I first came here because I believed then, as I do now, that the experience for the students is very valuable. I eventually stopped coaching for a few reasons. I now have a family and the demands on me became too great. Let’s face it, I had no problem in accepting that it was my role to take the time to accommodate my family’s needs. My decision was made easier because I also found it a little frustrating trying to keep the girls interested in and regularly attending the sports program at this school. For many of them, being in sports goes against their cultural make-up and their families’ wishes.

The principals and the physical education departments seem to have acquired as their mission the development of a broad curriculum while maintaining the extracurricular system in their respective schools. Prior sport related experiences of the physical education teachers have been noted to strongly influence teachers as they enter physical education. Thus, teaching about, and coaching in, sports remains essential within the role of the physical education teachers at Schools A and B. Also, ongoing experiences within the schools and the board act to reinforce these previously developed attitudes. From an administrative perspective, degrees of involvement and expectations exist as the principal and heads at School B reveal a more overt commitment to extracurricular success than do their counterparts at School A.

Promotional Pressures

Promotional opportunities, emanating from schools around the board, seem to influence teachers’ involvement in extracurricular activities at the site schools. For instance, as the study progressed, I became aware of six physical education teachers at the site schools who were applying for promotional opportunities.
While I cannot say for sure why these teachers were applying for these positions, based on my experiences at the schools which includes the shared wisdom of the heads, teachers who hope to advance within the board’s physical education bureaucracy are expected to show a significant amount of commitment to, understanding of, and experience in, all of the physical and health education program areas. Involvement may include a willingness to volunteer to a school’s overall committee structure, monitoring and revising a curriculum unit, or being a part of the interschool sports programs and sport associations’ business.

Applicants sometimes shared with me their hopes and aspirations for advancement. As teachers prepared applications and went for interviews, if they requested advice from their peers, it was offered freely. It seems that the physical education staff, although they are very aware that the school in which they teach is a functional unit, obtain enough reinforcement through their experiences in the board to understand that the board represents the conceptual framework to which they devote their time. Each has loyalty to the schools, but as one assistant-head states, "I have spent so much time on board-wide association business, that it seems to me I represent all of the schools as much as I do this school." Quite reasonably, physical education teachers learn early that they are only a small part of a highly interactive and complex culture of physical education. They also learn of the informal, yet important, rules of belonging which assist them to improve their upward mobility.

Site schools’ teachers, who have been involved in various curricular and
committee activities, do not hesitate to place this information on their resumés as they apply for board-wide promotion. They feel that special consideration is given to volunteers within the associations. Teachers in other subject areas, who have supported the physical education culture, also include this information in their resumés. Although the involvement in the associations is considered voluntary, teachers hope that it will be important enough to improve their chances of promotion. Also, participation in the board-wide associations brings added visibility and sometimes system-wide recognition. At the very least, for the site school teachers, athletic associations' business provide secondary bureaucracies to which they can belong and in which they may achieve status based on administrative or sport related competencies.

In recent years, however, consideration given to physical educators seems to have declined and physical educators take exception to the idea that their status, within the broader educational context, may be reduced. Site school physical education heads feel that the board has become reluctant to promote them to higher levels of school and board administration. States Brent, "We used to be honoured and now educational systems are promoting those who serve on other school committees before they seem to look at us." In response, another head states, "Maybe we should withdraw our volunteer services and then they will know what we really do and how important what we do is."

Yet, because of the status and rewards provided within their subculture, I am left with the impression that physical education heads react by remaining
dedicated and committed to their roles of managing and promoting extracurricular sports. They collectively would find it difficult to abandon these ‘extra’ duties. Recognition by the schools’ students and staffs when combined with other special events such as the annual coaches’ awards banquet seem to provide reasonable satisfaction. States Brent, "A retired principal and former physical education teacher told me when I first got this job that it and the principal’s job are the best two jobs in education." He therefore wrestles with the notion of seeking further promotion since the satisfaction and recognition in his current job remains high.

**Reinforcing Systemic Loyalty Through School, Board, and Professional Affiliations**

*Maintaining School Based Educational Focus.* Site school teachers are comprised of subgroups of professional educators who are members of the Ontario Secondary School Teachers’ Federation, the board, and the same schools. As well, various site school teacher subgroups, both formally and informally, reveal varying levels of commitment to physical education curricular and extracurricular activities. Members of these groupings, as they question or defend the goals and values of these programs, reaffirm that physical education remains affiliated with broader educational goals and values. Thus maintaining the educational relevancy of school activities seems to be a common concern of educators. Also, the competitive nature of the educational environment helps to constantly define the boundaries of the site school physical education cultures and also operate to influence teacher behaviour internally.
Both site schools exhibit formal and informal mechanisms that demonstrate this ongoing process of influence and reaction. For instance, physical education teachers reveal that other subject area teachers, when they think extracurricular programs are detrimental to school educational objectives, will question the efforts on, or occurrences within, extracurricular activities. Also, the schools' subject heads meet monthly and sometimes touch on issues related to school procedures or policies with respect to the extracurricular programs. On such occasions, the physical education staff indicate that they must not only justify what they do, but they are sometimes forced to rethink their own policies, commitments, and actions.

On the informal side, interviews revealed that the staff of the site schools may question team coaches or physical education heads about student-athlete absences from class or lack of classroom effort in meeting the academic expectations of a particular subject teacher. For example, one of the basketball teacher-coaches indicates, "I had a player who had been skipping classes and also expected to leave classes early on game days." The classroom teacher relayed this lack of effort and achievement to the coach. The coach adds, "We both agreed that the student would not be playing until he pulled up his socks. This behaviour jeopardized both my integrity as well as that of the program. We have to be sensitive to the concerns and goals of the rest or the school."

Another question, which serves to illustrate that the school’s staff remain aware of, and influential upon, the extracurricular activities, was raised around the
School B athletic banquet. Says Brent,

I was asked by a teacher if I thought the amount of time and effort put into the organization of the athletic banquet was worth it. The teacher thought that it might be "much to do about nothing." I replied that we must remember it is for the kids and to help them believe that we think they are important. Anything we can do that keeps our students thinking that the school system sees them as important is worth it. In the end, the student-athlete is also a good ally in reinforcing this message to other kids.

I was able to interview several teachers of other subjects who were not coaches. These particular teachers indicated that they had no difficulty in accepting the value of the extracurricular activities along with limited classroom absences as they saw potential for student growth.

A music teacher at school A expressed empathy for what physical education teachers try to accomplish for the school and for students. She feels she does the same but must do it within a competitive market place. "While we have similar goals, we actually compete for students and school resources. But we both help the school's image and spirit." She adds, "Both seem to be essential features of federation 'work to rule' tactics."

Regarding students' rights to leave classes for extracurricular activities, one teacher qualified her position by stating, "I have no set rule, but it depends on the student. If they are working hard and doing well, I am not concerned. I am though for students who are doing poorly." A history teacher further clarifies his position.

Life is about perspective: it is about making wise decisions: it is about checks and balances. I believe that we in education must all take part in this process and if that means discussing the value of
what is going on with the heads and teachers of another department, whether the circumstances relate to the students’ lives or the curricular processes of other departments or any of the extracurricular activities, then so be it. I think around here that we all remain dedicated to keeping our perspective centred around education and we must be able to question what is going on.

Brent, of School B, indicates the potency of influences which emanate from other school teachers.

I too am reminded constantly that there are checks and balances in what we do, whether I have to field questions or criticisms from the administration, the school’s subject heads’ meetings, the other staff, or from the other member schools of the board’s athletic associations. I may not necessarily agree with them, but sometimes the system makes decisions that override what we would like to do in physical education. I guess that when this happens, I am reminded of the power of the rest of the players. This after all is a community of educators.

As an indication of the influence of other subject heads in the schools, the English department head at school A states,

Sometimes the heads become concerned that too much is happening around extracurricular activities, or that we may not be following appropriate procedures. Believe me, we then raise these issues at the monthly heads’ meetings, that is if we haven’t gone to the administration first. We have to ensure that the tail doesn’t wag the dog.

Political action at the schools reinforces educational values, relative to the physical activity programs, are constantly being negotiated. While members and supporters of the physical education cultures continue to be protagonists, other subcultural members can be, at times, antagonistic. Not all of these detractors agree that the checks and balances operate at the correct levels and feel that they should be more stringent. One states, "We are too lenient around here and allow
too much freedom for the extracurricular programs." Yet, another teacher with an opposing opinion states, "Not enough latitude exists to promote extracurricular activities. Their value is immense to education in this school [School B]."

Somehow as individual educators do not always agree, the schools’ programs continue and adjust while negotiations produce sufficient support (or lack of antagonism) for program continuance from educational staff. The boundaries that represent the physical education culture seem to be constantly under negotiation and physical education departments react by attempting to solidify cultural boundaries while remaining sensitive to the influence of other teachers.

**The Ontario Secondary Schools Teachers’ Federation (OSSTF).** The union of physical education with the other school subject areas, under the umbrella of the OSSTF, reinforces the broad educational affiliation of the subcultural area in question. "Teacher membership in the OSSTF gives us job security as they negotiate our contracts. The physical education teachers are part of the teaching staff and therefore we are treated equally in the federation," states one of the physical education teachers at School A. Even though the physical education teachers have other associations to which they may be loyal, indications are that the OSSTF has a strong influence over physical education teachers at both of the site schools. Outside of the daily news media and the board communication methods, the site school physical educators indicate that they learn a great deal about current issues in education through the OSSTF. Also at each school, the staffs attend meetings where the OSSTF makes presentations on current topical
issues in education. I attended one such meeting at School A and discovered, as the guest speakers presented their topics, that Ted, the boy’s head, constantly evaluated the information both in terms of what it meant for his school and for his subject area.

Reactions which illustrate the close ties between the physical educators and their federation were observed in the early stages of the research. Office discussions sometimes revolved around the possibility of an upcoming OSSTF mandated ‘work to rule’ campaign. The physical education staff remain aware of their loyalty to their own culture yet are mindful of the their common bonds with other school subcultures. Says Bill of School A, "I hope that we don’t have to vote on ‘work to rule’. On the one hand we have to support our colleagues and on the other, we are the ones who will be taking the brunt of student and parent anger when the activities don’t take place.” To the relief of the same staff, negotiators settled the outstanding contract before a ‘work to rule’ campaign was initiated. To further illustrate ongoing cultural strain, the same staff then began debating the merits of a new contract and the potential of a federation backed ‘work to rule’ campaign for the following year.

Such debate serves to point out that teachers have professional loyalties that can supersede or counterbalance their personal interest in, and occupational cultural affinity for, the development and maintenance of extracurricular sports programs.

Whether coaches at the site schools are physical education teachers or
teacher-coaches from other subject areas, all who were interviewed remain proud of their involvement. They repeatedly proclaim, "We coach as volunteers!" So strong and proud are their assertions in this, I get the impression that many teacher-coaches might even refuse pay for these duties (although I doubt that anyone will be testing this assertion in the near future). The tenacity with which they hold to voluntary involvement points to an interesting conundrum and perhaps also reinforces their loyalty to the OSSTF. Is coaching really volunteering, or does it represent a deeper professional reaction which reinforces cultural status and compliance? Separating these two issues does not seem to be an easy task and perhaps must be done at the deepest strata of culture.

For all intents and purposes the extracurricular duties, especially for a physical education teacher, are often understood to be part of their job and also may enhance their promotability. The boys’ head at School B points out that peer pressure is substantial. "If we wish to maintain any sense of respect from our peers, both in the school and around the board, we will continue to volunteer, unless of course this clashes with OSSTF contract negotiations."

Brent at school B extols the virtues of *The Good School* (King & Pearl, 1990), an OSSTF research report that closely links, among other things, the presence of voluntary extracurricular activities in a school with the concept of "a good school." All of the heads agree that this report provides strong justification for the extracurricular programs in their schools. To the heads, the report explains that strong connections exist between them and other educational groups and it
also reinforces a strong cultural link with education in general.

Finally, under the board-teacher contract, the heads of both schools indicate that principals, at their discretion, allocate several classroom units for extra duties, which may include office work or extracurricular duties, performed by school teachers. In both Schools A and B, the boys’ physical education departments capitalize on this initiative and are allotted one teaching unit for their successful efforts in maintaining high levels of participation in the intramural programs. Ted indicates, "Because intramurals run over the lunch period, because they involve so much organizing and time, and because so many students take part and keep off the streets, we are given one of these units by the principal." The boys’ physical education heads indicate that this makes the departments large enough to warrant one assistant-head that they might not otherwise have. To the physical education teachers, this program reinforces the current process whereby both the OSSTF and the schools recognize teachers’ extra duties as important by awarding official status positions that would not otherwise be available.

The Ontario Physical and Health Education Association (OPHEA). Members of occupational cultures, frequently maintain some form of external professional connection that satisfies their need to maintain professional information and connections (Trice, 1993). For site school physical educators, this connection is measured through their professional attachment to OPHEA. The heads of the physical education departments report that they, through the board physical and health education office, subscribe to this association, sometimes using it to obtain
new classroom materials. They also use OPHEA to keep abreast of the many coaching courses which are offered by provincial sport governing bodies. In each of the heads’ offices at the site schools, information from OPHEA is available.

OPHEA’s influence is subtle as it is not directly tied to the schools. However, as Brynn states, "I enjoy reading their material because it informs me as a professional on curricular issues. We obtain helpful audiovisual packages from OPHEA through the board physical education office, especially in the health area." The heads report that the schools’ teacher-coaches, who may need upgrading, receive information from OPHEA about provincial sports governing bodies’ coaching clinics. Yet support of such sport governing bodies does not seem to exist. States one teacher-coach, "I have taken one course that the boys’ physical education head suggested I take to help me better understand the sport I coach." The heads indicate, though, that they and the other coaches very seldom take courses beyond the introductory level and instead, as physical educators, look to develop a broader base of knowledge. Of this need, Brynn, of School A, states, "Physical educators often take the introductory level courses in several activities--especially if they haven’t had much experience in a sport, or if they feel they need a refresher."

OPHEA materials are most relied on to keep the teachers abreast of changing information in the health curriculum. A teacher at School B indicates, "Where I suppose that OPHEA helps the most is through our board health consultant. She uses OPHEA materials as she develops her health units, and we
in turn benefit as we use the units she develops."

**Membership in the Board Athletic Associations.** Early in their careers, physical education teachers and teacher-coaches are willingly and enthusiastically exposed to the symbols, values, and activities that are perpetuated through the actions of the members of the board’s athletic associations. As will become evident, school membership in the associations has a significant impact on the actions and careers of the teachers at each of the site schools while satisfying their need for professional allegiance.

In travelling through the site schools’ halls, students, teachers, and visitors alike will eventually observe the symbols which convey the status given to the sports programs and especially to the outstanding school athletes. Pictures of the athletes of the year, both male and female, are mounted on the schools’ walls each year to join those who have been honoured in past years. At both of the site schools, honouring the athletes in this manner goes back more than 25 years. Chosen individuals are named and honoured at the end of each school year at their respective schools’ athletic banquets. Other outstanding individuals, teams, and teacher-coaches, both male and female, are also honoured at these occasions.

At School A, ‘Athlete of the Year’ pictures are mounted in the school’s side halls that lead to the gymnasiums. Only if visitors are passing through to the gyms will they see the display. Along with these pictures, the school displays pictures of each year’s outstanding student athletics organizers. Not in keeping with the cultural trend, the awards have not been mounted for the past few years, and
according to the boys’ head of physical education, a lack of time and money has slowed the process down. At school B, the athlete of the year pictures are placed for all to see in the school’s main halls and the displays are current. To reinforce the value and commitment to the daily events, teacher-coaches at both schools ensure that announcements are made during the home-form periods when athletes or teams have been successful the previous school day. School B adds to the celebration and announces the selection of an ‘athlete of the week’.

Pictures or plaques, or both, commemorating school team successes at association or OFSAA events are also on display at each school. The displays at School A show team successes that date back to the opening days of the school; however, few association accomplishments have been achieved in recent years. At School B, such displays do not tend to remain visible for more than one year as new team successes regularly replace the old ones. In both schools, the heads feel that they are "maintaining important traditions" by promoting student involvement.

Overt enthusiasm for, and celebration of, current sporting events and school athletic heros and heroines seems to be a mark of School B reactions as it tends to enter the more elite Tier I events. States one teacher-coach, "Our sporting programs and the related achievements are the heart of our school. We offer great overall academic and extracurricular packages that make our school attractive for students." However, a more quiet and subtle remembrance of mostly past sporting glory seems to be in vogue at School A as it currently tends to enter Tier
ll events.

As previously mentioned, when the physical education teachers or teacher-coaches enter teaching, they soon begin the process of getting to know, and become known by, teacher-coaches and physical education staff at other schools. Also, as schedules are sent out and phone calls are made by the convenors who also happen to be volunteers from other board schools, increased interdepartmental acquaintances and knowledge are gained. Within the physical education offices of the site schools, evidence of this communication is very much in evidence as multiple daily phone calls are placed between the department heads, both male and female, of the board’s secondary schools.

At both of the schools, all of the physical education teachers have assumed a convenor’s role at one time or another during their teaching careers. Indications are, that physical education teachers will not be in the association for long before they are asked to share this type of organizational duty. One teacher of over twenty years states, "This is a vital role for each of the sports and we each take our turns. It is also a great introduction into the business of the associations as it reveals whether a person is a good organizer." The total of these early experiences contributes to the ongoing informal cultural indoctrination of teachers.

Yet, teacher indoctrination into the value of school sports is becoming more formalized as the Boys’ Association now gives out Coach Handbooks, that introduce all coaches, especially the non-physical education coaches, to the goals, objectives, and rules of the association (Boys’ Athletic Association, 1996). The
Girls’ Association is reportedly preparing a similar handbook. During the time frame of the research, these books were given to the site schools’ coaches for reference. Of this, one teacher-coach states, "Now I can have a better sense of my personal duties and the association expectations. Also, I am reminded to adhere to education’s goals of fair play and this I have always attempted to do. After all, I am responsible for student conduct."

Most schools seem to have one or more persons who have at one time or another taken on leadership roles within the associations. The staffs at both of the site schools have teachers who act, or have acted, on the executives of the associations. The boys’ assistant-head at School B states, "If someone wants to get to be known around the board they will try to take on some function within the association. The only problem is that the executive positions are generally reserved for persons who are already well respected around the board."

Boys’ and Girls’ Student Athletic Associations (BAA and GAA) have been formed by the teachers at each site school to help run and provide support for the interschool athletic programs. These groups of students help to organize school events such as athletic banquets and intramural activities and also help determine and prepare the athlete of the year awards. Says one head, "This helps give the students responsibility and leadership experiences. Also, they are our ambassadors in each of the home forms." One student member states, "It is an honour to be on the GAA and we try to promote what we do to the other students. I also learn a lot and feel that I am improving my ability to become a
leader." Nominated students, even as they enter the schools for their first year, become involved in promoting and supporting these extracurricular activities.

School B has added a unique feature to monitor interschool sports by creating a coaches’ structure known as the School B Coaches Council. Within this forum, three meetings per year take place where procedures, facilities, finances, and results are reported and discussed. One of these meetings takes place at a location where, at the conclusion of the formalities, socializing takes place. Says Brent, "This keeps the teachers aware of the importance of what they do and helps to ensure that all of the necessary information is shared. If we want them to volunteer, we have to treat them well and reinforce their importance." Teacher-coaches are given athletic wear that recognizes them as coaches within the school. Teacher-coaches at School B were observed wearing these items in their classrooms. To further promote teacher involvement, School B also has an annual teacher golf day that is organized by the boys’ physical education department. States one teacher, "This serves to ally these staff with what we do and it also promotes unity and spirit within the teachers in the school."

With a slightly different approach to promoting and reinforcing teacher participation, School A has an annual coaches’ luncheon whereby the physical education staff show their appreciation to the volunteer teacher-coaches. In recognition of their efforts, each teacher is given a shirt, which they too sometimes wear in class, indicating their participation in the school as a coach.

Of his involvement in school sports, a teacher-coach at School A states, "I
like the rewards and status that come my way through coaching. It improves my relationship with the kids and somehow it elevates our respect for each other. I do it to help them learn about sports and to believe in education. Sometimes we win."

In continuing to reinforce the value of association involvement, the board’s athletic associations have, at the end of the school year, an awards banquet for all board coaches and supporters of the associations’ sports teams. All of the physical education staff and many of the teacher-coaches from the site schools were at the two annual banquets which I attended. As well, the principal of School B attends regularly and was at the first of the two banquets. Several awards have already been received by the coaches from the site schools and at least six coaches have already received 25 years of service commemorative awards. I sat beside one teacher from School B as he received his award. It is appropriate to say that he was proud to receive it.

At the banquet which I attended at the end of the first year of the study, each of those in attendance heard from the chair of the board and from the director of education. Within each speech, they were reminded that their "volunteer service" helps promote values and commitment and make the schools and the board the "best" in North America. The site school teachers heard similar messages at the second banquet that I attended.

In order for Schools A and B to function within the associations, funds are established through the coordinated efforts of the heads of the departments and
the administration. Funds are raised as the students buy their activity cards giving them the right to participate in extracurricular activities. Also, principals negotiate an amount with the heads that will be allotted to the interschool sports programs which come through the board in the form of sponsorship. However, all does not seem to bode well for the future as one of the heads states,

We are not sure if we will have access to the same sources of money in the future. The principals will have less money to send our way and the sponsorship money has dwindled. With the provincial cutbacks, we are going to have to argue our case for funds more strongly than ever. Also, the other areas of education will be looking to take these funds. The kids are having to ante up more and more of their own money to keep the programs alive. It may get so that the poor kids won’t be able to play sports. We already have some events where the kids have to pay up to $100 just to go to a weekend event and I fear that our coaches will be expected to become fund raisers.

The response to the reduction of funds is a reaction to a negative influence which relates to ongoing fiscal reductions initiated by the Ministry, yet it deserves mention in this section as it jeopardizes athletic associations’ functions.

Coaches learn early that mechanisms are in place within their associations which serve to promote suitable conduct and promote accountability for the actions of both the students and coaches alike. The connection between sports and the educational mission of the schools seems to be reinforced in the minds of the coaches and is related in a very positive light.

Associations have organizational and sports rules whereby the behaviour of every coach and athlete from each of the board’s schools is monitored and regulated. Indicating that he supports this connection, Brent states, "This ensures
that the idea of school sports is associated with meritorious conduct and the promotion of good values in our school. I think it is important that we do not look the other way when our athletes or coaches exhibit bad behaviour." According to the procedure, if associations’ rules of conduct are breached, the students and the coaches are placed before a ‘board of reference’ whereby discipline can be meted out (Association Constitution, 1995). The site schools’ heads indicate that their student-athletes have, at times, breached conduct rules and therefore have been placed before a board of reference hearing. Says Brynn of School A,

It has both good and bad aspects. On the good side, it shows that we are concerned with student and coach behaviour and we won’t tolerate bad behaviour. A reference hearing reminds us all that educating students about conduct and values is important in our sports program. On the down side, it is really embarrassing to have students from our school coming before the board of reference. It makes us try harder to promote good conduct. Also, if a coach has three incidents within one season whereby student-athletes are brought before the board of reference, the coach must also appear before the board of reference. I know that I wouldn’t like it, and neither do any of the others in the department because it hurts your professional image. The principals are ultimately responsible and they too are embarrassed.

I had the occasion to witness Brynn dealing with players on a team who had been involved in making threats, back and forth, with the players of an opposing team. She sat the students down and gave them each a copy of the association’s code of conduct and then followed with a stern lecture. She also indicated that if they wished to continue on the team, they must not be involved in this type of action again. "Even if the other team starts it!" she demonstrably added. She indicated to me, "We all have to monitor the behaviour of our teams. Can you
imagine if we ignored this behaviour and we in turn are supposed to be representatives of the associations--it just wouldn’t wash!"

The rules of the association are not ignored at School A as Brynn indicates,

I once had to remove a volunteer coach because he was not controlling the students’ behaviour, and he was a vice principal! Oddly enough I received praise from other teachers in this school for my actions. I think that when we do this, the other teachers believe that we are serious about promoting an educational commitment to goals and values, both for the students and the teachers alike. We need to have teacher-volunteers but we must let them know that we have expectations.

In contrast, the heads of the site schools indicate that coaches within the associations, who come from outside of the schools, do not always share the same educational values and consequently place a strain on the educational connection of school sports. "Unfortunately," states Brynn, "the number of reference hearings has gone up within the board since some schools are using coaches who are not teachers. These non-teacher coaches are more inclined to promote winning and to ignore bad student behaviour." Perhaps such individuals do not feel as threatened as do teachers with systemic sanction. Both of the site schools thus far have avoided using external people in head-coaching roles.

Each of the site schools, in duplication of the associations’ board of reference, determines its own behavioural and academic standards by which students are permitted to participate on interschool sports teams. States Karen, "To be on a team is a privilege not a right and if student behaviour or attitude or even marks are poor, we won’t let them be on the team. We connect their school behaviour and school grades with the sports program." This too is the case at
School B. Brent indicates he once withdrew his entire team from interschool competition because he disapproved of their conduct. He states, "Even though it occurred outside of school, the team’s conduct was so demonstrably negative that I was not prepared to allow them to continue with the season. The students in the school understand that we have high expectations." I observed these expectations and concerns demonstrated within the intramurals of School B as Don ensured that inappropriate behaviour was dealt with in a like manner.

Reinforcing accountability and discipline within the site schools occurs at several layers within the board. First, the teacher-coach is responsible for student behaviour. The association’s board of reference also keeps a close watch on school and league problems. The physical education department heads are accountable if students or teacher-coaches are not maintaining school and associations’ rules and expectations. Following this type of intervention, I witnessed schools’ vice principals following up on reported misconduct issues. Finally, states Ted, "The principal and the board’s physical education coordinator may be called in to guarantee that students or coaches receive discipline when warranted." Knowledgeable teachers, who wish to create and maintain positive cultural attachment, soon learn of these multiple layers of accountability.

I would be remiss if I did not address the notion that winning games and championships is an important part of the site schools’ sports programs. As an indication, one of the teacher-coaches at School B feels he is blamed for the school’s loss in a city championship several years ago. He states, "To me I need
to understand that sports is to help the kids develop as individuals. It seems however that winning championships is important here and I feel they blame me for our school’s loss that year.” No other teachers at the site schools ever indicated their fear of losing, but very real pressure, whether self induced or systemic, was perceived by this individual. Perhaps this individual, who I judged as a cultural outsider yet seeks insider status, primarily uses artifact cues to judge the means by which insider status is granted.

At School A, good results are acceptable and worthy. Two teacher coaches indicated to me the excitement they felt when the team that they coached the previous year almost won the Tier II championship. They felt it helped the students measure success as some tangible goal had been achieved. States Bill, “Teaching about and measuring ‘values’ in sport and education is somewhat elusive and intangible for students. So focusing on games or championships gives the kids tangible enticement while the real education takes place coincidently.”

As I conducted interviews and made observations at the site schools, I came to believe that teachers’ ‘espoused values’ related to sports programs point to the promotion and creation and attainment of educational connections and values. However, coaches and administrators also use a system of ‘values in action’ as winning games and championships provides a more immediate degree of status, satisfaction, and reward. Many at the site schools, especially at School B, consequently focus on winning as a defined, tangible, and recognizable goal.

On several occasions during conversations, site school department heads
used a common sports phrase, "School sports is about excellence." However, as I conducted my study, I began to doubt that several factors may not be present for sporting excellence to be achieved. For instance, only one coach out of approximately 50 at the site schools has higher than Level II Coaching Association of Canada certification and many reportedly have Level I while some have no certification. My personal experience\(^8\) tells me that most coaches who are serious about attaining excellence obtain Levels III to V certification. Also, the seasons for most sports at the site schools take place over a two to three month time frame, with very few lasting as long as six months. My experience also indicates that athletes who seriously pursue a sport typically spend approximately 11 months a year in training.

When asked about this discrepancy, Brent responds,

You know, I guess that we have been caught up in this 'excellence' thing and we use the terminology. We do a lot of good things and we encourage the students to set goals and to make commitments to themselves, to the teams, and to the school. We also encourage them to share their experiences with others. Perhaps we more realistically are setting fair challenges and attainable goals for the students. For the students though, they are convinced that becoming a better athlete and learning new skills is about excellence. However, the teachers know that much more goes on that make the students better people. We are not slaves to sport in a way that produces this need to win. We have to take both winning and losing in stride.

Of note, one teacher-coach at School B maintains a year-round commitment to a single sport and as a result encourages his school athletes, both male and female, to do the same. This coach, as an exception to the norm, also maintains

---

\(^8\) Since I have been involved in provincial, national, and international sport for more than 20 years, I feel this to be a reasonable statement.
a high level of personal commitment to the sport governing bodies of the sport at the provincial and national levels. Because of this level of commitment, School B has come to expect that OFSAA team and individual championships are annually within reach for this program. Regardless of having multiple and complex goals, the departments are proud of such accomplishments.

To summarize, the site schools follow the lead of their umbrella athletic associations and take student and school participation in interschool sports seriously. Significant recognition and reward, as demonstrated by the schools’ artifacts, is afforded the students and the teachers. However, educational gain, maximum participation, and athletic achievement are also sought as worthy outcomes. Site school physical education heads and teachers, with few exceptions, indicate that sport is first and foremost a means of furthering experience-based education while permitting educators a positive means of overseeing student behaviour. The boys’ physical education head at School A says, "Sport is a means to an end, it is a means by which we further the kids’ education. It is about school spirit, it is about belonging and being committed to goals and to others. Winning just happens to be something that we celebrate."

Multiple, and sometimes contradictory, values exist relative to these programs yet the association with education seems to create a worthwhile forum for values clarification of teachers.

The Ontario Federation of School Athletic Associations (OFSAA). As discussed in Chapter Five, for the purposes of this research, OFSAA is considered
an extension of the board athletic associations as it instigates or reinforces many of the board’s associations’ goals, rules, and especially influences. Brent has been the board representative for the Boys’ Athletic Association and Brynn currently represents the Girls’ Athletic Association. Several teachers from outside of these schools indicate that being nominated by the board’s associations to these positions brings prestige, not only to the individuals but also to the schools they represent.

According to the two representatives at the site schools, OFSAA rules and expectations strongly influence the behaviour of their schools’ coaches. The representatives support the need for coaches, in their respective sports, to obtain the coaching certification introductory courses. In support of this, if any of the schools’ teachers wish to attend the OFSAA sponsored clinics held every other spring, the heads indicate a willingness to send them. OFSAA also supports, in alternate years, a biannual women’s coaching clinic that Brynn and Karen attend regularly "in order to renew old acquaintances and get new ideas on teaching and coaching." In keeping with the notion that occupational professionals are willing to learn from and through their peers, "This is where we got the idea for a girl’s only grade 11 and 12 fitness and lifestyle class," states Karen. Brynn adds, "Since OFSAA does not encourage the use of non-teachers as coaches, we also try to avoid using them. When we do use them in any capacity, we comply with the OFSAA regulation and ensure that a teacher accompanies the team to the games."

With respect to the OFSSA transfer rules, the staffs of Schools A and B
have very different viewpoints on the use of transfer students for sports. The attitudes mimic the different educational realities of each school. School A seldom obtains transfer students while School B, because of its curriculum and perhaps because of its positive reputation and effort in sports, often has students transfer from other schools. Information gathered at each of the site schools indicates that the schools' physical education staffs do not see 'eye to eye' on the question of league eligibility for transfer students. On the one hand, School A remains committed to rules that examine the transfer reasons, whether they remain academic or athletic, before students may continue to play a particular sport in the year following their transfers. States Ted of School A, "We must maintain the educational integrity of the system." On the other hand, the physical education staff at School B defend the rights of individuals and maintain that students should keep their right to participate in a given sport immediately after a transfer. Says Brent, "We have always been a school that champions excellence in all of our departments and we put a lot of effort into our programs. Students should be able to take advantage of any area that they wish."

Ironically, just as the data gathering for this study was coming to a close, the issue was propelled to new heights. School B had an exceptional student-athlete who had transferred from another board. OFSAA (OFsaa, 1996) and association rules thus made him ineligible to compete for School B in the same sport he competed in during the previous year at his former school. His School B coach states, "Sure, he's a top athlete, but last year without direction, he did not
complete his academic year. We make sure he is attending school and his grades are now quite good. He is an adult who should be able to reside here and compete." The local board association accepted his eligibility after the transfer, and OFSAA ruled him ineligible. "Yet," Brent concludes, "a higher authority (the provincial court) won out and ruled that because he is 18, he could legally change his domicile and therefore did not breach any eligibility rules." Here, sports seems to be given status commensurate with that given the academic subjects.

Supporting educational values and the primacy of education within the secondary school sports programs of Ontario has been important within the OFSAA mandate. Its rules and objectives reinforce this goal (Hood, 1996). However, as the rewards remain prestigious and tangible, the site schools seem to cherish and celebrate winning board and especially OFSAA championships. This is especially true at School B. Such events add profile and prestige to the schools, the coaches, and to the programs as the schools’ staff, students, and community learn of the accomplishments.

The debate over individual rights versus collective educational goals will likely continue as those supporting one of the two views challenge the participation expectations of the other side. Debate and attention afforded this issue at the site schools serves to illustrate that maintaining systemic and educational integrity as well as maximizing individual rights remain at the forefront of the sports programs in the schools. In providing sporting events and championships, the associations’ rewards act to catalyze participation and effort
at the site schools by the teachers and students alike. The associations also represent the forum where issues of principle are debated.

**The Physical Education Department Heads’ Association.** As members of the Heads’ Association, the heads of the site schools attend meetings once a month which are coordinated by the board’s physical and health education consultants. Such meetings reinforce the notion that the profession has a strong subcultural identity separate from other subject areas where sharing is a prime means of member learning. As mentioned, the heads at School A were the chair and recording secretary, respectively, of the Heads’ Association at the outset of the study. As the study concluded, Brent became the chair. At the three meetings which I attended, the heads were updated on changes arising from the Ministry and were also given packages of materials which they might use in their health education programs. Also, persons representing external agencies, who had been approved by the board physical education coordinator, made presentations on the value of their products for either the physical or health education curricula.

The heads at the site schools attend these meetings. At each of the meetings I observed, each head received materials in both the physical and health education curriculum areas. Discussion at meetings covered broad areas from curricular to extracurricular physical education, including physical and health education, intramurals, Ontario Academic Credit (OAC)\(^9\) development, and interschool sports programs (Minutes of the Heads’ Association, 1993-1995). As

\(^9\) OAC courses follow prerequisite secondary school preparation courses in given subjects and provide students with university qualification credits.
well, related topics are always up for discussion.

Brent feels, "These meetings at least let us know if there is anything new coming down the pipe. I know from these meetings, that our health education consultant does a great job of preparing materials which we use in our health curriculum."

Perhaps the most important function of these meetings relates to the occupational sharing of colleagues within the broader board-wide physical and health education culture. Heads seek whether any of the other schools are doing anything new that may be successful and worthwhile. States Brynn, "At the front of the room, I get to look at the faces of everyone and sometimes see people’s worried looks if they think that someone has program ideas they might use. Fortunately, schools tend to share this information." On this same topic, Brent indicates, "Because the amount of interaction and fellowship in physical education is first class, I know that I can go and ask any of the heads for their syllabus and they will give it to me. This is not common practice in other subject areas."

Ted states, "Perhaps the meetings lend credibility to information. If we hear at these meetings that changes are being made that are either from the board or the Ministry, it gives such initiatives some credibility." In this vein, I witnessed the board coordinator distribute the newly developed Outcomes for the board’s physical education grade 9 programs which represents a response to the Ministry’s The Common Curriculum (Ontario Ministry of Education and Training, 1995). The board coordinator reviewed these outcome-based guidelines for the heads then
stated, "I put great faith in each of you to take these guidelines and interpret them within the context of your own programs. You may then make any changes to your programs that you deem are appropriate to ensure you meet these guidelines." A certain freedom in curriculum development and assessment at the site schools appears to be sanctioned yet common efforts remain due to cultural connections.

The heads at School A requested a follow-up meeting to relate these board generated outcomes to the school programs. This meeting took place within two weeks. After the on-site meeting, Ted stated, "Well, I am relieved, we seem to have our house in order and are doing much of what we should be doing anyway. Brynn and I will have to evaluate our curriculum over the next year though to make sure that we are doing everything that we should." This statement is in keeping with a strong culture. New curriculum analytical tools were quickly and positively measured against the existing curriculum and changes were not initially considered.

The Heads’ Association however seems to have a legitimizing influence for the site school heads. It is the only vehicle whereby discussion, with every school represented, takes place on curricular issues while heads are guaranteed that they are receiving the latest board approved information that may affect their subject area. Also, with the consultants in attendance materials and information are received by a more receptive audience as witnessed by the reactions of Ted and Brynn.

In revealing his strong desire for open communication which is typical within
an occupational subculture (Trice, 1993), Ted indicates that he has one serious concern about the need for similar communication with the board. He states,

The heads have a lot to say about how we feel at the heads meetings. But I bet that the strength of emotion and commitment often stops here and does not reach the important people at the board. We need to maintain a strong voice at the board.

The Physical and Health Education Professional Development (PD) Committee. Ted demonstrates that a definite link exists between the PD committee program and the curriculum introduced at his school, which is perhaps strengthened because he is a committee member. He indicates, "The exposure that new ideas receive on PD days is important to teachers’ acceptance of new curricular possibilities."

As an example, in the 1995 spring meetings of the PD committee, I listened as the committee discussed whether a PD day could promote teacher learning about the local waterways’ outdoor canoeing activities. Also, a local rock climbing facility was reserved to demonstrate to the board’s teachers further curricular potential. Such activities could then be incorporated, by those who chose, into the schools’ physical education curriculum. The PD day took place in November of the same year, and both schools have been observed since then to have introduced a unit on canoeing which concludes with a day long trip in the local area.

Brynn points out a difficulty in significantly changing the curriculum by using events such as these. She says, "Generally speaking, we are bound by the school day, the school facilities, and the students’ involvement in other classes. We can’t always be leaving for other facilities. We can, however, use outside facilities some
School B teachers incorporated the outdoor education canoeing and the rock climbing experiences in their grade 12 elective physical education program soon after the PD event. They also indicated previously adding several other community based initiatives because of the continuing PD stress on recreational and lifestyle activities. For instance, their programs have incorporated both judo and karate instruction and currently use bowling and curling from past years.

Exposing the site school teachers to new ideas and activities through their profession’s PD committee seems to provide curricular legitimacy to such activities within the schools’ curriculum and once again points to a strong culture. Also, perhaps this method of introducing new material lends credibility by suggesting OSIS sanction.

**Reactions to Physical Education Curricular Influences**

During the discussion of reactions to curricular stimuli, I remind readers that I do not attempt to evaluate the quality of teaching which was observed during the study. Reactions, in the forms of methods and determinants, used in curricular decision-making remain the focus.

**Curricular Inertia**

As I viewed the physical education classes at both of the site schools, and perused the course guidelines, I came to realize that I had seen a good deal of the curriculum, represented by sport modules, before. On one occasion, as I watched
a senior teacher at School B test a grade 12 basketball co-educational class, I realized that I had taken part in this very test some 30 years before. Such an observation leads me to think that some curricular material may continue because it is perceived as effective, remains representative of facility designs, or reflects a dominant and valued sports culture. Consequently, many curriculum choices often reflect a program inertia which seldom is examined.

The physical education heads often use the term "tradition" to verify and signify important long-standing programs. However, the term, as used, may better represent cultural strength and justification, that is holding on to that which is perceived as valuable. Of such curricular stability, Stephanie states, "When I came here, I automatically inherited a curriculum. I make some revisions to it each year, but by and large it is very difficult to change it wholesale in any given year. Besides, who has the time?"

"We have to be realistic," says Rick of School A. Just how much can we really do with these facilities? They are designed for certain purposes and the kids come here expecting certain things, so we continue to give them what we do best." Upon reflecting further, he adds, "Hopefully, each of us as teachers gets better at the delivery, and we all search for ways to be better teachers, but we are here to teach athletic and recreational skills and that is what we do best." A pool assistant at School B indicates, "Sometimes our hands are tied. Look at those kids [a grade 9 boys’ class]: three quarters of them in this class can’t even swim. So what are we supposed to do, teach them water polo? Of course not, we have to
teach them how to swim as part of the curriculum." This mandate of teaching swimming has continued in School B since 1935 (Board Archives, 1950).

At each school, the core activities in the early grades, with some exceptions, focus on fitness and individual and team sporting activities. However, change and choice rule the higher grades as lifestyle, fitness, and recreational activities become ever present. Teachers are responding to maintain and increase student interest and enrolment. Stated in cultural language, their reactions counter external threats to their subculture.

A brief summary serves to illustrate. School A recently introduced "fitness" and "lifestyle" alternative courses in grades 11 and 12 as alternatives to their standard activity and sports courses. Fitness is emphasized for the boys and lifestyle alternatives dominate the girls' programs. School B boys programs maintain strong fitness and sports components in grades nine though 12 yet have increased the number of unit choices in lifestyle, fitness, and recreational activities in grades 11 and 12. School B girls begin with staple fitness and sports modules in grade 9. They are then offered "advanced" and "general" courses in grades 10 and 11 where fitness and individual and team games become the focus with a leadership emphasis in the advanced course. School A offers some recreational activities in external facilities while School B, within its grade 12 unit, offers five such activities.

Of the search for worthwhile course material, the site schools' department heads indicate that they are monitoring the success of their own programs as they
watch the success of new initiatives at other schools. States Brent, "Many of these ideas are not new, we are simply pursuing them with increased vigour." However, both of the schools' department heads state that the programs for the grade 9 and 10 students do not change as readily. "Students first need to learn about activities that may be old to us, but may be new to them. Also, we must establish behavioural standards with the students before we let them loose to take a greater variety of activities." Brent adds, "Before the students get into the higher grades, many of them still want to try their hands at the traditional sporting activities and we should be offering these for the early part of their programs."

While teachers are becoming innovative in order to enhance the appeal of their physical education programs, board, school, and program inertia suggest that the physical education culture is also strongly attached to sports programs. Sanction to do so is perceived to be high. Should cultural stability and strength remain or improve, students will continue to be exposed to such elements. Should cultural strength erode, increased experimentation will likely take place.

The Ministry of Education and Training

*Ontario Schools, Intermediate and Senior Divisions (OSIS)*. The physical education teachers at the site schools acknowledge that the Ministry has jurisdiction over the curriculum in the province's secondary schools and as such has great influence over programs and teacher actions. As it is also seen as an external threat to cultural stability, they also have misgivings about the wisdom of the Ministry as it mandates only one physical education credit in secondary
education. However, as OSIS introduces "The School System" (Ministry of Education, 1989, p. 2) under the headings of "A Shared Responsibility" (p. 2), Curriculum Priorities" (p. 2), "The Goals of Education" (p. 3), "Interaction Between the School and Community" (p. 4), and "Individual Differences" (p. 4), the physical education heads at both Schools A and B reinforce their subject's cultural fit with the host educational culture by suggesting that physical education, better than any other curricular subject, meets the stated goals and objectives.

"For instance," says Ted in referring to integration and cooperation, "look at this gym. Nowhere in this school can you find a better example of all of these races working together towards a common goal." Brynn further states,

Here in physical education, we work very hard to meet the objectives laid down by OSIS. We believe in promoting self-discipline; we ensure the kids work together; we develop their fitness levels and their understanding of leisure activities; and we really teach them to be responsible adults--responsible and accountable for themselves and for each other. Where can you find a subject that can better achieve these objectives than physical education? We teach the students about life, and how to be healthy to live it.

However, in indicating dismay, Brynn adds, "The OSIS policies have reduced the viability of the physical education program and therefore have reduced the number of physical education staff in our school." This problem seems particularly acute for the girls' departments at the site schools as each has been reduced to two teachers. Brynn adds, "And ironically, in some schools, even though participation is still lower than for boys, more girls' are seeking extracurricular programs and they now have more teams than ever with fewer physical education staff to run them."
At School A, the curriculum outlines commence with a description of the means by which each course will meet the OSIS objectives. The actual course outlines follow, giving the program objectives followed by a breakdown of each unit activity. Ted states of their course designs,

We follow OSIS but we temper it with what our own product is all about--facilities and expertise. By this, I mean we consider activities that our facilities can accommodate and we consider teaching activities in which we have expertise. Finally, we must especially consider what our students want and are capable of receiving. It must be about the students and what our situation is here.

As an example of their attempts to be innovative around OSIS, Brynn and Karen are both excited about their grade 11 Fitness for Life Course as they believe it conforms to OSIS objectives. States Karen,

We have two classes and when we advertised, we thought that we would get one. We teach fitness, lifestyle, health, and in the health we try to focus on female issues. The girls take this because they hate competitive sport so we do things like aerobics, power-walking, and tennis, because they do need some skills. We also have one game day per week.

Teachers indicate that OSIS guidelines have had the greatest effect over the grade nine physical and health education curriculum. They often reinforce this connection and feel that it is within the guidelines that the site school teachers, through both Ministry and board initiatives, have developed their curriculum. States Brent, "We follow everything that is laid down as obligatory. Where we are allowed to develop our own program designs, we do." Ted adds, "We take the grade nine health curriculum seriously and I am not sure that all of the schools do. The kids must learn about STDs [Sexually Transmitted Diseases], drugs, violence
prevention, nutrition, safety, and more. These kids may never take physical education again."

Ironically, teachers claim that strong connections exist, yet OSIS curriculum guidelines have been developed for all subject areas except physical education grades 9 to 12 (Smith, 1996). The most recent physical education curricular guidelines were introduced by the Ministry of Education in 1978 (Ministry of Education, 1978). A good portion of the physical activity curricular components remain in effect as fitness and sporting activities. However, as has been indicated, the teachers from the site schools have adapted their physical education curriculum to accommodate this document, teacher expertise, facilities, schools’ and students’ needs, as well as changing expectations around the subject—a tall order to please everyone who has interest in the subject.

The board’s coordinator of physical education reveals that when OSIS was introduced, "High expectations were placed on educators to follow the OSIS guidelines." He further indicates that the board’s directive, for physical and health education, was reinforced to the heads at the site schools through the Physical and Health Education Heads’ Association and through the Principals’ Association. The heads at the site schools ensure that OSIS is meaningful in their continuing curriculum development and evaluation. Perhaps this speaks to the respect and credibility that teachers, within the site schools, give to Ministry directives and resultant board planning. It may also be symptomatic of physical educators’ desire to remain connected with OSIS and be perceived of as integral to the academic
mainstream. Regardless, the use of OSIS terminology, as part of the physical education rhetoric, represents a strong cultural belief system.

The health curriculum development and presentation is of particular interest at the site schools. The heads all indicate that the board health consultant continues to develop "tremendous" health units which are current and consistent with the expectations of OSIS. Upon examination and without updated OSIS health guidelines, the topic headings remain the same as those presented in the 1978 Ministry curriculum guidelines (Ministry of Education, 1978). Yet, as one teacher indicates, "The modules have been kept current and informative by the board health coordinator, so the teachers at our school willingly use this information in their health lessons." Because of the central development of course units for the health curriculum, relative uniformity of subject matter and presentation seems to exist at the site schools.

As the Ministry changed the OSIS guidelines to an ‘Outcomes’ based focus (Ministry of Education, 1995), the board operated to change its curriculum design and accountability methods and placed it under a document known as A Curriculum For All Students (Board, 1995). Of this initiative, Brynn states, "We had to review our school’s curriculum that we had developed under OSIS and make sure that it was still appropriate. Fortunately, most of the outcomes approach was really another way to define what we already were doing."

Upon visiting several grade nine activity and health classes in both of the site schools and after examining the schools’ curriculum descriptions, I believe
with reasonable certainty that the guidelines are being followed. Brynn says of their need to follow board and Ministry initiatives, "With physical education being optional in grade 10 and up, we must ensure that we do our best to deliver a solid curriculum within the guidelines. The last thing in the world we need is to have criticism that we are not doing our duty."

Under OSIS, both schools A and B also deliver OAC courses to their students. Ironically, even though other physical education guidelines have not been presented under OSIS, OAC curricular guidelines have been introduced (Ontario Ministry of Education, 1993). Both of the site school courses fall under the approved heading of "Physical and Health Education: The Socio-Scientific Perspective" (Ministry of Education and Training, 1993, p. 14). At School A, the course is taught by the head of boys' physical education and at School B, the various staff prepare and deliver units in which each has a measure of expertise. When asked why they offer physical and health education at the OAC level, course teachers at both schools indicate that they feel it legitimizes physical and health education within the academic curriculum. The teachers also enjoy the challenge of teaching at this level and perhaps demonstrate, as do occupational subcultures, that they are willing to occupy new areas of responsibility within the organization.

Coming to the attention of the site schools' physical educators from the Ministry, in draft form, were documents of proposed curriculum changes to be initiated within a few years (Ministry Draft Document, April 30, 1996). The teachers of both schools now worry about the future of their subject more than
ever before. According to the draft document, the 110 hour grade nine compulsory credit will be in effect no longer and will be replaced by an optional, 30 hours per credit, three credit course in physical and health education. Because these potential course changes would be Ministry mandated, physical educators will, as always, be obliged to follow them. However, under the guidance of Brent, the board’s Heads of Physical and Health Education delivered a reaction to a board task force which was struck to examine board overall responses to the Ministry proposals. Brent states, "The board has listened to us before and they historically have had some sympathy for physical education. But, I worry that at some point whether the board cares or not if the Ministry takes physical education out of the curriculum all together."

Generally speaking, OSIS and other Ministry initiatives have significant impact on the planning and delivery of programs by the site school physical educators. Teachers reveal great respect for the authority of the Ministry, however they begrudge the fact that physical education does not have a more substantive curricular role. As a result, the staff at each school must deliver courses that have appeal in order to keep the students enrolled. To this end, the site schools offer courses throughout the five year school program. Of this Brent states,

We must keep a balance. If we tried to deliver a program that pushed the kids toward difficult fitness standards, most would not return. We must build around all the possible aspects of physical education. We now cover a great variety of health topics. Fitness is taught separately and is also incorporated into most of the activities we offer, we cover lifestyle education, sports activities, and
recreational activities. The girls’ program also teaches dance. The goal is to offer a program that is stimulating and fun, yet worthwhile enough that the kids want to take the subject.

Of the provincial government’s interest in physical education, Ted states, "We do our best to accommodate the Ministry, but it pays lip service to physical education. But they won’t put it into policy that is meaningful and here we struggle to make sense of it all."

Program and Facility Safety and Liability Issues. Ministry documents indicate that safety is a concern within school facilities and programs (Ontario Ministry of Education, 1978: Ministry of Education, 1984). In compliance, the board developed a safety policy manual in 1983 (Board document, 1983), and since then the site school physical education teachers have become increasingly aware of, and respondent to, liability and safety issues. This awareness has affected programming as teachers recognize the potential of litigation as an external threat. They are less willing to assume risks that threaten students and consequently their professional image. While such action goes against the norm of providing unlimited activity to students, cultural approval is now given to actions that increase cultural stability.

As an example, gymnastics programming is now almost nonexistent at the site schools. In compliance with the 1978 guidelines, Ted and Brynn are attempting to maintain a basic level grade nine class at School A. Of this Ted states, "I still believe that gymnastics activities offer value for the students and it has been a good tradition. So we still offer a little bit of tumbling but we have cut
out all of the apparatus activities." Brynn adds, "Gymnastics requires a tremendous amount of knowledge to teach and coach it safely. Very few teachers have this background. Consequently, most teachers really fear teaching it and have been happy to drop it." The programs at school B do not offer gymnastics.

The new fitness areas that each of the site schools has been developing are also deemed by the heads to be areas of liability concern. Teachers' fear of liability while teaching in the area does not seem to be great. However, the heads ensure that these rooms are kept locked unless teacher supervision is present. Thus, even though the development of these fitness facilities represents new activity areas for the students, the availability of these areas is somewhat limited to times when supervision is available.

Pool activities also require extensive supervision at the site schools. Pool supervisors (teaching-assistants) are at each site school and oversee the use of the pool classes under the authority of the teachers. All classes must have the teacher plus the pool teaching-assistant present. This also means that programs allowing free fitness swims must be limited to hours that a teacher and a pool assistant are available. Thus, each school only offers two lunch hour recreational swims per week for staff and students.

The Ongoing Provincial Fiscal Crisis. The fiscal crisis is perceived as a significant external threat to the survival of the subject area. Consequently, physical education departments respond to minimize such an influence. "Each year for the past few years, we have been getting fewer dollars to run our programs,"
states Ted. Further,

First the social contract hit us and froze the salaries of the new teachers at low levels. That has made it difficult to keep them eager to volunteer. Now the threat of adding another teaching unit to each teacher’s day is out there, if that comes true I am not sure that classroom teachers will continue to volunteer as coaches in our extracurricular programs.

"The largest problem about the fiscal crisis in Ontario," states Ted, "is that I worry that fiscal cut-backs will end up driving curriculum policy formation away from physical education." Brent adds,

Money is the biggest issue now—not philosophy or policy—because in the end the dollars dictate what you can do and throws the other planning askew. Who remembers all of the Ontario Commissions that studied education? In the end they all tend to fall by the wayside as dollars and cents issues move to the front.

The teachers at Schools A and B worry a great deal about the future of physical education, but oddly tend not worry about their own future because of their seniority levels. As one head states, "We have all been here for long enough that we will almost all have jobs teaching in our other subject areas." Karen, one of the youngest in school A states, "I have 22 years, and I am one of the youngest teachers here. I worry a bit about that."

For the OSIS designated "co-instructional programs" (Ministry of Education, 1984, p. 29), severe budget reductions and board extracurricular sponsorship money continues to dwindle, reducing the available funds at the site schools. Of this Bill states, "Fund-raising at the schools will be the thing of the day. The kids have to already pay increasing sums to be on teams and this will not get less. Whatever happened to our objectives of making sport equally accessible for all?"
Regardless of the fiscal crisis looming on the horizon, the staff in the physical education departments, in keeping with their cultural fervour, carry on as they believe that all programs must be delivered. As costs are currently not fully covered through the schools, curricular and extracurricular program costs are defrayed as teachers reluctantly ask for fees from the participating students. I witnessed student costs ranging from $10 for a one day curricular activity to $80 for a two day extracurricular event. The real question, asks Brynn, "Will the students be able to continue to absorb increasing costs and will the teachers and coaches be able to deliver the programs with less money?"

An Aging Teacher Population

The site school physical education heads indicate that the aging teacher populations in their schools have made it more difficult to recruit teacher-coaches. To exacerbate the problem, few young teachers are entering the teaching profession as the bulk of the aging teachers have not yet retired. To counter this, Ted states, "Non teacher-coaches can help keep the programs alive. So far we have been able to use people who are at least connected with education and therefore respectful of our expectations. But one of us must accompany the team to all of the games." The problem of needing more coaches than can be found in the schools is similar at School B.

Brynn views the problem in another way.

Good programs are a function of staff and facilities and within this board, some of the best teachers are nearing retirement. Their factors
of success have been enthusiasm, continuous learning, enjoying the students, time commitment, and an ability to be liked and respected. I worry about the leadership loss when so many will be leaving the board around the same time. We will lose so much knowledge.

In both of the schools, several of the physical education staff are approaching retirement. The issues of teacher age and replacement are becoming apparent now, but may create heightened dilemmas for physical education in the site schools in the next few years.

An indirect relationship seems to exist at the site schools between teachers’ age and their expectations and chances of promotion. Also, aging is generally implicated in a reduction of teacher enthusiasm for extracurricular involvement. However, site school teachers seem to have developed compensatory measures. For instance some reveal more warmth to the students and perhaps their occupational cultural mechanisms reinforce their commitment to extra involvement. Cultural pride, at least within these physical education departments, seems to diminish the expected reduction in service brought on by age.

**Reaction to Media Recognition**

Media coverage seems to reinforce the sporting culture of the schools. Such coverage is eagerly sought and proudly displayed, as artifacts in the offices or on school bulletin boards of each of the site schools. Recent newspaper articles about the schools’ teams or individual athletes are posted. This occurs more frequently at School B than at School A as it experiences more sporting success.

"Presenting the school population with this public recognition gives
credibility to our programs," states one teacher at School B. He further states, "In fact, I think that if any school gets publicity, it really helps the programs in all of the schools. The students see it and like it, and are willing to work for it. It gives credibility to their goals and efforts."

In conversations with the heads at each of the site schools, mention was made at times of the publicity which the schools in the board receive. None seemed to see this in negative terms as "publicity for one is publicity for all."

Because of their interaction over the years, several of the heads seemed to know local media people quite well. The media seem to be a friend to the schools' extracurricular programs as they recognize the students' and the teachers' efforts while giving programs credibility. Of this relationship, a teacher-coach at School B states, "I can definitely say that when a team here gets a lot of publicity, more students come out for the sport. Also, it doesn't hurt the image of teachers around the board to have others know that they are doing a good job."

Reacting to Students

Students, as consumers with choice, have significant influence at each of the site-schools. They enter the schools with their hopes, expectations, and willingness, or their lack thereof, to participate in the physical education programs. The students come from a great variety of backgrounds and feeder-schools. Consequently, the site school teachers indicate they can never be sure of the levels of exposure that incoming students have had to health or to basic activities.
For instance, well over half of the students could not swim in some of the observed grade nine classes. In several other classes, a teacher asked me to observe that many of the students had never been involved in badminton before. After observing, I would not have disputed his claim. According to the teachers at the site schools, many students enter with poor backgrounds in physical and health education.

Those students who are lucky enough to have a respectable background in physical education often come to the schools with developed expectations around the schools' physical education curricula. Teachers at School B indicate that many students expect the delivery of exciting physical education programs and good sports teams. However, at School A things are different. States Rick, "We try to push fitness, swimming, and sports activities in the hope that they may get involved in other school activities. Some will continue because they are ready, but many are afraid. Our student population often has little prior preparation." As a planned department response, he indicates that they try to keep as many of the grade nine students on school teams as possible in the hopes that they will learn about and remain with these activities. Perhaps this is a reaction to help students or to maintain the image of the teachers within their culture, or both.

Judy of School B has a different problem with the female students. She states,

Some of the girls here have parents on their backs to get home. Others have to work to keep family money coming in. Some have reached the stage where they don't want to ruin their make-up or their hair. A few have strong religious inhibitions that we must
overcome. Teaching physical education in this diverse environment is sometimes very difficult.

Brynn sums up what she sees as a problem.

We have such disparity in schools and we are to adapt to accommodate them all. We can’t but help reduce the levels of expectations. Just as some of these kids are illiterate in English some are also illiterate in the physical and health education sense.

Ted concludes with his physical education response.

We have reached the point where we are expected to be all things to all people. We are expected to give each student a meaningful experience and the differences they come in with are very great and they all want to have fun at their own level. It really can’t be done. The programs must maintain core elements.

As the system tries to be all things to all people, one example of a response in each of the schools has been the teaching of ESL students in their functional units in physical education. I observed several classes and noted that the numbers were rather small--as few as 10 were in several of the girls’ classes. The girls had quite obviously never been exposed to basketball before, and were therefore all of the same level. They, to a person, enjoyed the activity immensely and the teachers taught the classes in a manner which I enjoyed. A student-leader ably assisted one of the teachers and I couldn’t help but feel that the students achieved value in fitness, enjoyment, and in English vocabulary.

As observed, rewarding experiences can be offered to these students, but as Ted indicates, "Is the system willing to pay the costs to keep service to these students this high? In order to cut costs, next year the ESL students will have to take gym with the others in grade 11."
The most vocal and visible students for the physical education teachers are the ones who enjoy and partake of the programs the most. For these students, the extracurricular system responds best as it offers them competitive experiences. Perhaps these students are the luckiest as they often receive a sound pre-secondary school experience. In indicating his fear of initiating wholesale change which does not meet current expectations, Ted states, "We try to deliver these programs and we must continue to do so. How can we deny offering these programs and run the risk of losing the committed kids?" With this 'rule of thumb' response, both schools began cricket programs and one has reintroduced lacrosse and wrestling. We want to offer as much as possible to draw in as many students as possible," states Brent. "Variety also helps to compensate for the lack of physical skills that students may experience in some sports. Students have a better chance of achieving in something when we offer more program choices."

Maintaining enrolment in physical education is an issue as reduced enrolment threatens staffing numbers and program breadth. To this end, teachers at the site schools believe they have compromised by exploring curricular options while maintaining important core elements. States Don, "I believe that students should take physical education. Before they will, they must find it interesting, and challenging at their level. We will continue to explore means of achieving this end and our measure of success is in maintaining enrolment." Cultural survival, measured through student enrolment, to some degree relies on satisfying the various needs of students.
Chapter Conclusions

The discussion of reactions relates to the means by which selected influences either affect or influence the behaviour and choices of the site school physical educators. Topic headings include: the development of teachers' expectations and loyalty through occupational integration, physical education curricular influences arising from the board and the Ministry, an aging teacher population, media recognition of programs, and influences presented by students. Conspicuous, as a result of the systematic presentation of teachers' reactions is a strong occupational subculture.

Both official and unofficial standards—which include norms and values that are reflected in communication patterns, visible artifacts, group rituals, and cultural rewards—profoundly affect the selection, maturation, and professional progression of teachers within the subject's purview. Teacher status seems closely related to the perceived knowledge of, loyalty to, and effectiveness within the schools', the board's, and the teachers' structural, functional, and professional groups. Integrative mechanisms remain powerful and consequently, teachers view educational connectedness to be paramount. Professional and educational loyalties, therefore, receive the highest cultural sanction while external connections to like agencies seldom receive any sanction or attention.

Within the schools and within the board's athletic associations, teachers regularly assume leadership roles while maintaining--even championing--the mandates and values of the subject area. Such actions are demonstrated and
reinforced as site school teachers seek promotions within the board's educational hierarchies. Yet cultural allegiance remains strong, even for those whose promotional chances have waned. Disengagement only succeeds when physical educators adopt an alternate subject in which to teach. Women teachers reportedly make this switch more often than do men.

Site school physical education departments maintain important educational connections and enjoy local control. For instance, they champion the Ministry's and board's educational and subject guidelines and use permitted flexibility to offer programs which reflect local interests. For example, some site schools have developed programs in order to cater to students who may prefer leisure and lifestyle activities. Both schools' have also adopted the Ministry's OAC physical education curriculum in order to expand horizons and to enhance academic credibility. Finally, while academic credibility and rigorous standards remain important, programs are being adjusted to entice less willing or able students to continue in physical and health education programs. In keeping with local development, the schools' personnel continue to emphasize sport offerings and present the fitness and health components which have been the mainstays of physical education programs for decades.

Student accessibility to, and involvement in programs remains important. An ongoing provincial fiscal crisis in education threatens the programs of the schools, but has not deterred the enthusiasm of the teachers. However, reluctantly and out of necessity, site school teachers have begun charging
students extra program fees which they fear will threaten program accessibility and viability.

Age does not seem to decrease teacher commitment. As long as teachers stay involved with the physical education departments, they remain loyal to the subject area and to its goals. The older teachers are proud of their contributions and their cultural dedication remains strong.

In the eyes of the site school physical education teachers, positive publicity seems to underscore the value of the site school programs. Such publicity, both internal and external, seems especially important to the extracurricular sports programs. Such publicity acts to reward staff and students alike and is believed to reinforce the importance of participation in such programs.

While cultural similarity is substantial between the schools, differences have been noted relative to the status, emphasis, and delivery of physical and health education and of the sports programs. Differences were also noted between the men’s and women’s departments of each site schools. However, as long as overall educational values and connections are honoured, and relatedness of programs can be defended, such differences are tolerated.

While teachers maintain programs that have ongoing value to many of their students, each school also directs its attention to attract the many students who may not like physical education because; they are consumers with choice. In this way, an older model of sport and fitness as a program mainstay has become intertwined with a newer model which offers students recreation and lifestyle
When all influences and reactions are considered, site school physical education departments have interesting and complex roles to play in their schools. They cater to both students' and teachers' needs by providing avenues for achievement, advancement, satisfaction, and involvement. A strong, educationally based sports hierarchy remains integral while teachers work to improve the attractiveness of their overall curricular programs. All the while, the departments are mindful of external pressures that threaten their cultural stability.
CHAPTER SEVEN

OUTCOMES IN SECONDARY SCHOOL PHYSICAL EDUCATION PROGRAMS

Introduction

Outcomes data at the site schools are derived from a student questionnaire, student and teacher interviews, and observations of students in a variety of school related physical education and activity settings. Such information arguably relates student participation habits and attitudes to the organizational culture of their teachers. By examining such relationships, important connections between teacher culture and related student outcomes may be exposed. However, a caveat is offered on assessing cause and effect: outcomes often seem to result from multiple influences which have often existed for some time. Analysis therefore remains somewhat nascent and enigmatic.

Because all students take English and to give all site school students a chance of completing a questionnaire, the questionnaires were administered to one English class per grade in each of the site schools. The physical education heads played an important role in obtaining the consent of the English teachers. The resultant data give information about the respondents at the site schools: however caution is advised in extrapolating results to other school populations, even though the suggested breadth and strength of physical education as a culture seems to go beyond the boundaries of the site schools.

This chapter commences with outcomes data which are directly related to
the program areas. Further data about outcomes, albeit more indirectly related to influences and reactions, are also discussed.

**Direct Outcomes Related To The Main Program Areas**

A head of physical education at School A states, "Our goal is to increase participation so that we can have the maximum possible number of students involved and learning within all of our physical and health education programs." During the study, this goal was often introduced by site school administrators, as well as physical education heads and teachers alike. Therefore program participation rates are examined.

**Physical and Health Education Participation Rates**

OSIS (Ontario Ministry of Education, 1989) indicates that secondary school students must complete one credit in physical and health education as a graduation requirement. Reflecting this policy, respondent data indicate that the percentage of students enrolled in the subject declines after grade 9 when the majority have completed this required course. Tables 1 and 2 indicate respondents’ enrolment patterns at the site schools by sex for each year of students attending each institution. Table 3 presents the enrolment figures of the respondents at School B for each year and for the semester in which the questionnaire was administered.

Results indicate that participation rates in physical education decline as respondents advance toward their final year. However, males and females do not take part in physical education equally. Based on the data, it appears, with the
exception of the third year students at School B, more boys take physical education at each level than do girls. Most interesting are the data which reveal that participation for grade 9 girls is far below the expected 100%. Perhaps this is due to some unknown anomaly within the assigned grade 9 English classes.

| Table 1: School A - Enrolment in Physical Education by Grade Level of Respondents |
|------------------|----------------|-------------|-------------|-------------|-------------|
|                  | Grade 9  | 2nd year  | 3rd year  | 4th year  | Final year |
| Boys             | 100%    | 83.3%    | 93.3%    | 74.0%    | 25%        |
| Girls            | 66.6%   | 66.6%    | 37.5%    | 50%      | 50%        |

| Table 2: School B - Enrolment in Physical Education by Grade Level of Respondents |
|------------------|----------------|-------------|-------------|-------------|-------------|
|                  | Grade 9  | 2nd year  | 3rd year  | 4th year  | Final year |
| Boys             | 100%    | 60.0%    | 66.6%    | 66.6%    | 52%        |
| Girls            | 43.0%   | 50.0%    | 75.0%    | 25.0%    | 33.3%      |

| Table 3: School B - Enrolment in Physical Education based on a Year and on a Semester |
|------------------|----------------|-------------|-------------|-------------|-------------|
|                  | Grade 9  | 2nd year  | 3rd year  | 4th year  | Final year |
| In a Year        | 80.0%   | 57.1%    | 62.5%    | 52.0%    | 46.9%      |
| During this Semester | 80.0% | 28.6%    | 42.5%    | 8.0%     | 25.8%      |

The low participation rates for grade 9 girls are, however, incongruous with expected results under OSIS (1989), the Ministry guidelines. According to the physical education teachers, the female participation in grade 9 physical education is less than 100% and occurs with the knowledge of the schools' administrations and the guidance departments with exemptions awarded based on "extenuating
circumstances." One teacher states, "The problem with granting exemptions is that it is a little like opening Pandora's Box. Once students, who don't like physical education, find out that they can drop it, more ask for exemptions." Girls in all other grade levels at both site schools who have aversions to physical activity show, from the questionnaire results, multiple and complex reasons for not being more physically active (discussed in more detail relative to Figures 5 and 6). Of the 19 listed factors which may negatively influence participation, none stood out as being more inhibitive than any other, thus raising doubts that ethnic, family, or religious backgrounds have singularly significant negative effects, while schools, both elementary and secondary, may have greater potential to somehow influence female participation habits.

Semestering, after grade 10 at School B, inhibits the consistency of participation rates in physical education. Students may take physical education as a subject in one semester during the year but may not have it in their timetable in the other semester. Teachers indicate that this creates erratic enrolment patterns and negatively affects the development of learning and fitness for many students. Students tend to support this view, indicating they sometimes do not enrol in physical education because of heavy academic timetables, even if they resume enrolment after advancing one or more grade levels. Continuity is lost.

Student participation in physical education remains reasonably high at the site schools, especially in light of the fact that physical education is not a required credit after grade 9. Obviously attractive or meaningful courses compete for
Participation rates suggest that while a prime objective is meeting the OSIS requirements and a secondary objective is maximizing student participation, the guidance department and schools' administrations do not necessarily hold to these objectives. This seems especially true for grade 9 girls as some successfully seek exemption and never enrol in physical education while others avoid the subject in grade 9 and reportedly enrol in subsequent years. Perhaps some unwritten cultural norms exist which value male participation over female. Possibly male physical education teachers exert greater influence over the schools' authority figures and therefore boys are not as readily released from grade 9 physical education.

Health Education Outcomes

For the latter half of this century, the physical and health curriculum has been derived from Ministry initiatives such as OSIS (1984). Because health education is part of physical education classes, no further enrolment figures are required. However, to determine whether students find health education to be meaningful, several questions were asked of respondents and the relevant data are presented (Table 4).

In order to understand whether students find health related knowledge to be meaningful, respondents were asked to indicate how they felt physical activity contributes to various personal wellbeing and fitness parameters. Specifically, responses were requested for the following:

I believe that participation in regular physical activity will help me to:

1. feel better mentally,
2. feel better physically,
3. have a better

...
physique,...control my weight,...develop good activity and health habits,...improve/maintain overall fitness,...improve/maintain flexibility,...improve/maintain cardiovascular fitness,...and improve/maintain muscular strength and endurance.

Repeatedly, the respondents at both schools indicate that they believe physical activity to be essential in supporting health related parameters (see table 4). The strongest positive response arose from the statement, "physical activity will help me to feel better physically" with 91.2% of respondents indicating it is "important" or "very important," 5.5% feeling it to be "somewhat important," and only 2.7% indicating that physical activity is "not important." The least positive opinion on a parameter comes for "physical activity will help me to control my weight" with 67.8% of respondents indicating it is "important" or "very important," 15.2% feeling it is "somewhat important," and 16.2% feeling that it is "not important." The remainder of the health related parameters, excluding respondent information on weight control, receive similarly positive responses from the respondents with an average of only 5.8% of respondents indicating that each parameter has "no importance." Respondents seem to understand and accept the association between physical activity and related overall health, a positive connection between their attitudes and the efforts of their health education programs. Whether these results translate into behavioural outcomes, is beyond the scope of this study.

One other question from the questionnaire relates to the broader health issues taught in physical education (see bottom of Table 4). From this, respondents at both schools indicate that physical education should include
teaching students about "good health habits." Specifically, 83.4% of the respondents indicate teaching in this area is "important" or "very important," 11.8% feel it is "somewhat important," and only 4.9% feel that it is "not important."

<table>
<thead>
<tr>
<th>Table 4: Students' belief that physical activity will help them to:</th>
<th>very important</th>
<th>important</th>
<th>somewhat important</th>
<th>not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel better mentally</td>
<td>52.8%</td>
<td>30.2%</td>
<td>10.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>feel better physically</td>
<td>68.6%</td>
<td>22.6%</td>
<td>5.5%</td>
<td>2.7%</td>
</tr>
<tr>
<td>have a better physique</td>
<td>54.6%</td>
<td>28.3%</td>
<td>10.1%</td>
<td>5.3%</td>
</tr>
<tr>
<td>control my weight</td>
<td>42.3%</td>
<td>25.5%</td>
<td>15.2%</td>
<td>16.2%</td>
</tr>
<tr>
<td>develop good activity and health habits</td>
<td>52.6%</td>
<td>29.4%</td>
<td>12.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>improve/maintain overall fitness</td>
<td>57.1%</td>
<td>29.8%</td>
<td>8.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>improve/maintain flexibility</td>
<td>49.5%</td>
<td>33.1%</td>
<td>11.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>improve/maintain cardiovascular fitness</td>
<td>50.1%</td>
<td>31.6%</td>
<td>12.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>improve/maintain muscular strength and endurance</td>
<td>58.1%</td>
<td>29.4%</td>
<td>7.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>health education should teach students about good health habits</td>
<td>56.3%</td>
<td>27.1%</td>
<td>11.8%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Whether the responses reflect the health programs at the site schools, or are a result of other influences, students seem to believe or accept that health issues are integrally related to physical activity and physical education. On the 'other side
of the coin’, one might speculate that, based on measurements for each parameter, approximately 5% of the respondents, because of their negative attitudes to health related issues, may be instrumental in contributing to their own health related problems.

Site school teachers indicate that health education is an important aspect of physical education. Even though site school students often complain when they must leave physical education for health education units, they seem to realize and accept that health education is important in their lives. Observations of health classes, where teachers and students take their tasks seriously, confirm that health education remains important at the site schools.

Evidence also suggests, from the consistency of site school data and the observed consistency of the health topics within the schools’ curriculum manuals, that the site schools adhere to the board’s health units. When the Ministry guidelines are taken seriously and where the board and schools interpret these guidelines in a consistent and serious manner, uniformity of students’ outcomes should be relatively constant.

Health education is an area where curricular consistency seems related to the external professional organization in which teachers demonstrate some loyalty. Teachers indicate that the Ontario Physical and Health Education Association (OPHEA), although unobtrusive, has had a positive and welcome contribution their schools’ curricula, through the board’s health consultant. Whether these curricula actually change students’ behaviour is a topic not within the realm of this study,
but the consistency of input and delivery can be arguably related to the consistency of positive student responses on the health related questions.

**Intramural Participation Rates**

Intramural participation is a program where student participation rates are important at the site schools. To magnify this relationship, the schools’ principals award a discretionary teaching unit to departments with high participation rates and the board’s athletic associations also recognize intramural participation through teacher-coach achievement awards. Incentives remain reasonable for physical education departments to reinforce the voluntary participation of students in intramurals.

At School A, 12.1% of the female and 22.2% of the male respondents indicate that they participate in intramural activities. In School B, 6.9% of the female and 25.6% of the male respondents indicate that they participate in intramural activities. To put these participation rates into perspective, the number of girls participating at School A amounts to about two large classes of girls and at School B represents approximately one and two-thirds classes. For the boys at School A this level of participation represents about three and three quarter large classes and at School B almost 20 classes. Both the students and teachers at the site schools operate their intramural activities during their schools’ single lunch periods. As well, it is not uncommon to count over 50 spectators watching during an intramural game.

The higher participation rates of the boys over the girls cannot be solely
explained by the incentives provided to teachers. Several other influences and site reactions may be operative. Teachers hope to maintain high participation rates by presenting activities in which commitment to the activity and to the group are emphasized. Interested students, through their continued interest, and expectations, when combined with teacher incentives, reciprocally encourage teachers to maintain these programs. Also the inclusion of student leadership training under the tutelage of the physical education teachers gives incentive to students to organize, officiate, and perpetuate the intramural activities. Participation rates thus seem to be related to constancy of development and presentation in physical education cultures.

**Participation Rates on Interschool Sports Teams**

Interschool sports have become important features of the site schools’ physical education programs. Such emphasis is consistent with the efforts placed on these programs by the board’s Men’s and Women’s Athletic Associations and the recognition given by the Ministry in referring to them as "co-instructional" (Ontario Ministry of Education, 1989, p. 4) programs. Pressure to maintain these programs at the site schools is reciprocally perpetuated by the efforts of the physical education departments, the interest of other teachers, and the involvement of the schools’ students.

While such data were collected, neither the number of site school teams nor departmental student participation statistics are presented in this section as they often provide misleading information. Two explanations are provided. First,
because of the schools’ population differences, School B enters teams in almost every sport while School A cannot hope to achieve this result. Yet, School A does achieve comparable proportional participation rates. Secondly, participation rates collected by the schools’ teachers do not account for students who may participate in two or three sports, thus inflating student involvement. Therefore, within this section, participation rates are presented based solely on questionnaire data.

Participation rates at the site schools are comparable. School A has 44.2%, and School B has 46.4% of their respondents indicating involvement on school sports teams. However, when these figures are broken down into male and female participation rates, notable differences appear. School A respondents indicate, 51.9% of the boys and 37.3% of the girls play on school sports teams. School B respondents indicate, 54.9% of the boys and 25.0% of the girls play on the sports teams. These figures possibly reveal the effects of at least two influential factors. First, the male participation rates seem to be generally higher throughout all of the different activity types which the schools offer. Secondly, the enthusiasm within the schools from the administration through to the respective departments and even within the student body may play a role in creating participation enthusiasm. Such enthusiasm is consistent with a strong cultural belief in these programs yet should not be thought of as excluding other external factors.

In attempting to explain the low participation rates of female respondents
at School B, none of the negative influential factors from the questionnaire singularly stands out as meaningful. However, all seem to contribute to the general malaise noted throughout the 19 categories of response, suggesting that positive intervention remains a complex issue. Thus the School B girls’ physical education teachers’ belief that a large segment of the girls is negatively influenced solely because of norms transmitted through the family is called into question. Perhaps females’ negative perceptions of what is expected of them ends up becoming their reality as they generally decline to participate. In keeping with this sentiment, several girls indicated during interviews that they believe it was more important at the school "for boys to participate on sports teams." Also, based on teacher reactions at School B, perhaps the girls’ physical education teachers unknowingly influence participation due to acquired expectations.

Without question, girls’ participation rates are demonstrably lower than those of the boys at the site schools, yet this phenomenon is not easily explained. Teachers believe that a history of involvement and recognition practices, when combined with teacher hiring and promotional practices, can work to maintain and perhaps increase levels of participation in sports programs for both boys and girls at the site schools.

**Participation in the Ontario Academic Course (OAC)—Physical and Health Education**

Each of the site schools offers one class of OAC physical and health education which meets the requirements of the Ministry of Education and Training (1993). Several students in the courses indicate that they take the course because
they enjoy physical education and wish to continue with the subject. One student at School B states, "I enrolled and I am not sure what I expected, but I discovered that it is a lot of work. I wouldn’t have thought that the academic demands would be this tough." Students at School A perhaps mirror this thought as student enrolment drops steadily throughout the year. The teacher indicates, "The students are perhaps caught off guard because of the academic difficulty that they hadn’t expected."

For those who wish to continue on with physical and health education in university, this course serves a dual purpose. States a teacher at School B, it serves notice to the students that the knowledge and work required to be a physical education teacher is substantial and perhaps forces some to rethink their aspirations. For those who stick with it, it is a great conclusion to their secondary school experiences and introduces them to the world of academic physical education. They need to know that from a teachers’ perspective, physical education is a serious subject and a great deal of knowledge is required. Our activity programs are devised for sound learning and development and what the student sees and feels is often just the enjoyment part.

When asked if the course has changed her attitude about physical education, one student states, "Yes and no--I know if I ever become a teacher I will still need to be able to work in the gym with kids. But this course has made me realize that there is a lot of education in physical education and a great deal of background knowledge is required."

Evidence suggests that just as OSIS has presented opportunities for physical education teachers to teach at the OAC level while presenting the subject in an academic light, so too students are enabled to continue and explore the subject
further. Of note, the prerequisite subjects for OAC physical and health education relate to students' abilities to handle the academic workload and are not related to physical and health education in the earlier grades.

**Physical Education Competes for Academic Attention**

Physical education is but a small segment of the overall secondary school curriculum. Because of the OSIS emphasis on attaining academic achievement within the graduation requirements, the related objectives influence students' habits and attitudes which then often adversely affect student willingness to take physical education. Many other subject areas and extracurricular activities compete for student attention and time which supports the notion of a school being a complex system of competing cultures.

In this vein, respondents were asked to rate the impeding influence of factors which may affect their ability or desire to partake in physical education activities. Of the 19 inhibiting factors on the questionnaire, the two most negatively influential by far relate to students' academic workload and perceptions of academic importance. Physical education must compete with other subjects which are perceived to have higher academic status within OSIS. The two factors that students were asked to rate in terms of their negative influence are: "a lack of time due to school work" and "other subjects are more important." The site based results are presented in Tables 5 and 6.
Table 5: School A - Respondents' Attitudes on Academic Factors Preventing Physical Activity

<table>
<thead>
<tr>
<th></th>
<th>A Large Problem</th>
<th>A Problem</th>
<th>A Small Problem</th>
<th>No Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of time due to school work</td>
<td>46.2 %</td>
<td>27.9 %</td>
<td>12.5 %</td>
<td>13.5 %</td>
</tr>
<tr>
<td>other subjects are more important</td>
<td>26.7 %</td>
<td>29.7 %</td>
<td>20.8 %</td>
<td>22.8 %</td>
</tr>
</tbody>
</table>

Table 6: School B - Respondents' Attitudes on Academic Factors Preventing Physical Activity

<table>
<thead>
<tr>
<th></th>
<th>A Large Problem</th>
<th>A Problem</th>
<th>A Small Problem</th>
<th>No Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of time due to school work</td>
<td>40.9 %</td>
<td>26.9 %</td>
<td>19.2 %</td>
<td>13.0 %</td>
</tr>
<tr>
<td>other subjects are more important</td>
<td>23.8 %</td>
<td>29.7 %</td>
<td>22.3 %</td>
<td>24.4 %</td>
</tr>
</tbody>
</table>

Respondents at the site schools consider their overall education to be important based on the time spent on "other" subjects. As a result, over 85% of the respondents at both schools consider these subjects to interfere in at least a small way, with over 40% considering time spent on other subjects to present a large impediment to their activity levels. Also, disturbingly to physical educators, more than 75% of the respondents at both schools perceive that physical and health education is not as important as are other subjects, and of this number two thirds feel strongly in this regard. However, viewing the situation from another direction when the results of both schools are combined, 44.8% (combining the two percentages on the right hand side of Tables 5 & 6) of the respondents at the site schools feel that other subjects create "no problem" or only "a small problem"
in hindering them from participating in physical education. When accounting for the year or enrolment of the respondents at the site schools, the importance placed on academics and on other subjects does not change significantly as respondents reach higher grades, suggesting that their attitudes solidified prior to reaching grade nine. Also, a total of 71.9% at both schools of the respondents felt that physical education has little to no effect on lowering their overall average.

Respondents at School B do not seem to feel that other subjects interfere with their levels of physical activity quite as much do those at School A. This may be an indication of the different make-up or aspirations of the schools’ students. It may also be reflective of an emphasis that teachers and administrators place on physical activity at the schools. Such emphasis would be reflective of cultural bias.

For physical educators, hoping students will take physical education as a meaningful academic subject within the Ministry guidelines continues to be an issue.

**Grading Concerns in Physical Education.** Standard practice dictates that as students are exposed to academic subject matter, they are graded on their mastery of course content. Upon graduation, if they are to be accepted into institutions of higher education, they will be ranked and accepted or rejected according to their grades. Although physical education is a recognized subject within this milieu and within OSIS, students feel that student to student comparisons, or grading against established standards and course content, should not be overly important factors
in determining student marks. Respondents express their opinions by rating two different marking philosophies and perhaps also reflect the changing role of physical education at the schools. Results of both schools' respondents are presented in Table 7.

Site school teachers indicate that physical education is a subject where students' ability differences are sometimes considerable as students enrol in classes in each of grades 9 through 12. In fact, no prerequisites are imposed for each of these levels. As a result, teachers at the site schools indicate their adoption of flexible marking schemes, taking into account individual student effort and progress while factoring in appropriate age and sex comparisons. Site school respondents indicate that some students wish to be compared to others, while the majority want their marks to largely reflect individual progress. Interviews with students corroborate these findings.

<table>
<thead>
<tr>
<th>Table 7: Respondents' Attitudes on Grading in Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be graded by being compared to others</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Be graded on my own effort and progress</strong></td>
</tr>
</tbody>
</table>

As the threat of reduced student interest and involvement is ever present, evidence suggests that students may wish further individualization of their

---

10 At the time of writing, the Ministry is moving towards standardized tests rather than using individualized marking.
programs.

**Indirect Outcomes Related to Influences and Reactions**

**Teachers Influencing Students' Participation**

At School A, 56% of the respondents indicate that their physical education teachers positively influence their participation in regular physical activity while only 15% report their physical education teachers have no effect. Another 29% report not having a physical education teacher. At School B, 49.3% of the respondents indicate that their physical education teachers positively influence their participation in regular physical activity while 19.7% report that these teachers have no effect. Another 29.1% have no physical education teacher. Of note and in keeping with the notion that the subculture of physical education permeates the host culture, affecting attitudes and creating influence, 27.8% of the respondents indicate that other subject teachers also have a positive influence in encouraging students to be physically active.

As previously suggested, teachers are prone to recreate the experiences which are reinforced by their own positive memories. Respondents at the site schools indicate that although other program components are important, competitive experiences within physical education are still valued by the students. Looking at the break-down, 41.2% feel such experiences are "very important" and 33.3% feel them to be "important," totalling 74.5%. Another 16.2% think these activities to be "somewhat important" and only 9.3% feel they are "not
important." Such data are also in keeping with the athletic associations' efforts to promote interest in interschool sports programs.

In responding to another question which asked the students whether they should be taught skills in a variety of activities, 47.1% think skills are "very important," 32.0% feel they are "important," totalling 79.1%. Another 16.5% indicate them to be "somewhat important," and as few as 4.4% of the respondents feel teaching skills is of "no importance." Expectations of skills teaching and learning can readily correspond to expectations of improvement in activities. However, even though 96.7% of the respondents expect to have some measure of fun in their activities, the teaching of skills remains integral to physical education activities if both teacher and student desires are to be met. The interviews revealed that many students believe one enhances the other.

Respondents indicate that promoting fitness, a core element of physical education programs, is important within physical education with results of 51.0% considering it to be "very important," 32.5% feeling it is "important," totalling 83.5%. Another 11.8% believe it to be "somewhat important," and only 4.4% of the respondents believe fitness is "not important." Teachers indicate that some measure of student fitness achievement within physical education has always been a significant goal. However, according to the boys' head at School A, "We often have to creatively entice students in this regard as they don't necessarily all like exhausting physical work and may not take physical education again if they are 'turned off' through excessive fitness work."
Whether the students at the site schools are responding affirmatively due to teacher and program influences or perhaps because of overall societal pressure, cannot be known for sure. However, the strength of the responses reinforces the conviction that constancy of programs remains influential within physical education. At issue here is the maintenance of competitive sports, fitness activities, and health education within the curriculum. These three factors have been important in the curriculum for teachers and students at the site schools for quite some time.

Recreating the Cycle—Program Inertia

Within the schools, only the grade nine students—approximately 20% to 25% of the schools’ student populations—have mandatory contact with physical education teachers. Yet over 75% of the students are involved in the various physical education programs. Where such willingness to participate is observed, the transmission of teacher and program values to these students is arguably substantial.

As has been indicated in discussions on ‘influences’ and ‘reactions’, individuals expectations of becoming physical education teachers are strongly influenced by their former secondary school and university experiences. While the current students at the site schools have not yet had university experiences, evidence suggests that the cycle of recreating aspirations of becoming physical education teachers has begun anew for some students. Such students, especially those studying in the OAC physical and health education courses, acknowledged
that becoming a physical education teacher is already a consideration. As well, these students are developing perceptions about the institutional and educational roles and values of secondary school physical education.

Interviews with several site school physical education students revealed that physical education teachers are often seen as role models and therefore teacher actions and goals are already being internalized by admiring students. States one student from School A, "I really like my gym teachers. They seem so natural and they seem to enjoy their jobs and they seem to enjoy working with us. I think that I would enjoy being a teacher too, especially if students looked up to me the same way." Another at School B says of his teacher, "I know that my teacher is well liked and respected by the students. I think that some of the other teachers even feel the same way." A female student at School A states, "My teacher is so nice, she takes the time to get to know students and cares about us. She is able to do this in the gym where we can all learn about activities and have some fun. I think the atmosphere helps break down barriers."

Some of the students who aspire to become physical education teachers participate in sports yet others do not; and some like the idea of winning while others are not concerned. However, all of those interviewed feel that the knowledge and ability to coach teams before and after school adds a prestigious and necessary function to a physical education teachers’ job. Also, in keeping with teacher reactions, several senior students believe that being a teacher-coach does not bring with it extraordinary school pressure to win. One male student in
his final year at School B shares his observations and thoughts and also sums up the feelings of some other students,

When I am practising with the team, we want to win. But we do represent the school, and being a part of the school means that good behaviour is also important. I don’t think that most of us would be on a team if we didn’t want to compete and win and none of us would remain if we didn’t understand what the school and teachers expected of us. But in my five years here, I have never seen a teacher or student get into real trouble for losing, though I have seen some discipline handed out to students for poor behaviour. If I become a teacher, I will stress the same things. I will work as hard and do my best to win, but when the season is over, I know that I’ll have other things to do that are more important--and so will the students and that is what I’ll stress. I’ll still have to teach, and may have to start coaching another sport right away. Winning is nice, but I don’t think that there is a great need to worry; other things are more important.

A second factor stood out in the search for reasons why some students wish to become physical education teachers. Those who aspire to teach and who also wish to emulate their teachers, often communicate a love or joy of physical as it is currently presented. However, few of those interviewed feel they are good at or enjoy all aspects of physical education. Says one third year male student, "I really enjoy taking gym: it is good that we can learn while being active. Sitting in the classroom, all day every day, without going to the gym isn’t very much fun. I would take phys. ed. every day if I could." Another in the same interview group adds, "I also like being involved in sports here. I represented my school last year and got some recognition which was great because I am really not a great athlete." With respect to her perceptions around health classes as part of the physical education curriculum, another states, "I would rather be in the gym, but I know it
is important that we learn about health. Phys. ed. is the only place where I have learned important health information and the gym teachers are able to relate to the students on difficult topics."

Interviewed students who aspire to become physical education teachers, generally seem to recognize three earlier identified functions of the physical education teacher. First, they are often motivated by a teacher, or teachers, as role models. Secondly, they understand that teaching physical and health education—especially sports skills, fitness, and health—is central to the position. Finally, they also understand and believe that coaching, often through three seasons, is a necessary, expected, and prestigious duty that goes hand in hand with being a physical education teacher. Students recognize from their own experiences the importance of health education as part of physical education, but none indicate it to influence their desire to become physical education teachers. Such attitudes are consistent with previous data which suggest that physical education contributes to the schools’ overall climates.

Outcomes Related to Teacher Professionalization

Perhaps the most notable outcome of teachers’ professional affiliations relates to the students’ perceptions of their physical education teachers and their teacher-coaches. Although the means of education is through the physical programs, students in general seldom forget that their teacher-coaches represent the teaching fraternity. On this subject, one student-athlete states, "My coach is also my history teacher and I have to respect that he is willing to give his time to
coach us. He doesn’t have to." Another adds in referring to school and educational accountability, "We know that we can not just walk away if we do something wrong or stupid that embarrasses the coach or the school. We can’t just quit the team and avoid being accountable for bad behaviour." A teacher sums up the notion that all teachers, as members of the teaching fraternity, wish for consistency in this regard. He states, "Most teachers maintain a system of accountability which is fair and consistent and involves all of the school’s activities and all aspects of students’ behaviour. Only the means differ because of our different teaching specializations"

The schools do not operate without external organizations attracting external professional loyalty. As has been noted, OPHEA and the board athletic associations, including OFSAA, encourage coaches to enrol in coaches’ training courses. These certification courses are offered within the purview of the Coaching Association of Canada, which represents the professional development and interests of coaches in Canada. As noted earlier, however, of the more than 60 physical education teachers and teacher-coaches at the site schools, the physical education heads report very few at the site schools see this professional direction as a serious option as most only advance to levels one or two. Just as the coaches at the schools, with one exception, do not coach any given sport for extended periods of time, the site school students seldom focus on a single sport for more than one of the three school seasons.

By listening in on their conversations, it appears that School A students and
teachers aspire to win Tier II league championships and School B student teams wish to win Tier I league championships and move on to OFSAA. These levels of achievement have become focal points for these school programs for both students and the teachers alike. In both cases these are probably fair and realistic objectives based on the school sizes and their feeder areas.

In deviating from these school based norms, several students indicated their desire to pursue athletic scholarships. These student-athletes\textsuperscript{11} train in the only program at the site schools where the teacher-coach trains school athletes, among others, on a year round basis and winning association(s), individual, and league championships are familiar occurrences. The coach is also a member of the provincial and federal sport governing bodies to which he offers a high degree of loyalty--such external loyalties are atypical in this environment. The aspirations of these particular students, to heightened levels of athletic achievement, is testament to this coach’s external loyalty and commitment to year-round coaching. School athletes at this level also seem to receive a large portion of the school’s media attention.

Another student based outcome which relates to some degree to teachers’ membership in their teachers’ federation is best measured by students’ attitudes to physical activity as affected by their involvement in other school subjects. Just as the professional body of teachers delivers all of the schools’ subjects, including the sports programs, students also develop attitudes and values that reflect this

\textsuperscript{11} I am sure that others wish to obtain athletic scholarships but this group of athletes overtly pursue this as a goal.
relationship. This is occasionally seen in the disciplinary role of the physical education teachers and teacher-coaches in classes or at intramural and interschool activities. This role is consistent with that of other teachers and with the schools' expectations of teachers.\textsuperscript{12}

During the time-frame of the study, no work-to-rule campaign occurred and none has taken place during the secondary school years of the current students. However, the school OSSTF representatives have advised teachers to ready themselves for this potentiality. Physical education teachers and teacher-coaches already hotly debate, with other school and board teachers, the merits of work-to-rule. Perhaps more than any other teacher group and perhaps because of their relationships with students, this group reveals significant angst over the issue. Students at both site schools largely remain separate from this early debate.

Finally, site school teachers are directly involved in, or respond to, several board professional alliances such as the Professional Development Committee, the Heads' Associations, and the Athletic Associations. Site school programs, even though they maintain a measure of consistent and repetitive programming, also seek new initiatives that often receive some form of implied sanction from these associations.

**Safety Issues**

Physical education teachers, because they have taken safety seriously, have reduced students' available free time in the activity areas, and consequently

\textsuperscript{12} Such was the case in the spring of 1996 whereby teachers expected that work to rule might be a possibility in the near future.
gymnastics, both curricular and extracurricular, has all but been removed from the schedule. Students are sometimes frustrated because, without supervision, they get less free use of the gyms and especially the weight room areas. States one senior student at School B, "I think that it is great that we are getting a weight room; but now it is harder to get to use this area if a teacher is not available. I am not sure that gaining a fitness area and losing an activity area is all improvement."

Very few students indicate that they miss gymnastics from the program.

Ministry of Education and Training—Clarity vs. Obfuscation

Where the Ministry of Education curriculum guidelines in physical and health education are known or perceived to be current, such programs at the site schools follow very similar patterns in their curriculum design. One such program is OAC Physical and Health Education at both schools (Ministry of Education and Training, 1993). Also, where the board’s health consultant interprets the dated Ministry health guidelines (Ministry of Education, 1979) and produces current and useful health units for all aspects of health in grades 9 to 12, the site schools’ health programs also closely match each other and remain consistent with the 1979 topic titles. The consistency of students’ attitudes about health issues at both of the site schools reflects this concurrent relationship.

However, the direct influence of the Ministry wanes as the curriculum guidelines for grades 9 to 12 physical education become less current than those of other subjects. Consequently, the schools are encouraged, while seeking approval of the board’s physical education consultant, to offer programs which are
relevant to local students’ interests while maintaining reasonable educational rigour. As noted, student participation rates are maintained at overall respectable levels considering the problems that must be overcome. This approach definitely has a positive effect at the site schools.

In keeping with their goal of maintaining high student enrolment, site school physical education heads and teachers indicate their reluctance to make immediate changes to the schools’ curriculum offerings with the introduction of outcomes based education (The Ministry of Education and Training, 1995). They wish to consider whether the students at the schools will be interested in the changes. Therefore, it appears that student enrolment and interests have become important in making physical education curriculum changes.

Physical education teachers at the site schools are not enamoured with *The Common Curriculum: Policies and Outcomes Grades 1-9*, (Ontario Ministry of Education and Training, 1995) as they feel it allows too much latitude in physical education resulting in student behavioural problems and promoting automatic student advancement with poor skills development. Evident at both schools, especially in grade 9 and 10 classes, are students who would not dress for certain activities or who could not exhibit even a basic level of accomplishment in fundamental activities. One class of grade 9 boys had 10 of 22 who regularly would not change for aquatics. At least half of another class of students appeared to have never been introduced to badminton. Even though many students seem to like and demonstrate competency in physical education classes, some, in
keeping with their teachers' concerns, have not yet endorsed it or have not yet experienced worthy opportunities.

The Ministry has great power in affecting site-based outcomes through its educational policies and guidelines. Curriculum content, as well as both teachers' and students' behaviour and attitudes are affected by this level of governance. Teachers seem to embrace Ministry policies and guidelines when they provide clear direction which promotes site based stability, yet disapprove of them when inadequate measures leave them without local alternatives of remediation. Therefore unless mandated at the Ministry level, 100% participation in physical education classes seems unachievable.

**Students Want a Say!**

Within physical education, especially in the higher grades, students at the site schools, to some degree, already are able to choose specific courses or activity units within courses. This has come about for several reasons. First, student diversity means that unchanging and limited programs will not serve all students. Secondly, the objective of maintaining student enrolment at high levels means that teachers must be cognizant of students' wants and needs. Finally, as physical education has expanded into new areas of interest, students and teachers are aware of these changes and expect the incorporation of these activities into the programs. Questionnaire results verify this position.

Having choice is "important" to 71.2% of the questionnaire respondents while 20.4% feel that choice is "somewhat important" and 8.5% feel it is "not
important." Within their sphere of expected choices, 93.2% of respondents feel having fun is "important" or "very important", 85.9% want to be introduced to new activities, 80.3% feel activities should be taught that can be continued as adults, 79.1% want to be taught skills in a variety of activities, and 74.5% want to be taught and to play already offered sporting activities. Less than 6.4% of the respondents feel that each one of these parameters is of "no importance" (see Table 8). The remainder of respondents, in each case, feel that these issues are "somewhat important." Also, students in general are not as enamoured with low level organizational games within physical education: only 27.9% indicate low level organized games are "very important" or "important," 46.1% feel they are "somewhat important," and 26.0% feel they are "of no importance." Physical education students at the site schools generally seem to want curricular substance within the physical education curriculum.

Sex differences create different responses with respect to competitive sports within the physical education curriculum. Of the male respondents, 82.5% "enjoy or prefer" organized competitive sports while only 46.6% of the female respondents feel the same. Caution again must be advised in interpreting this data. Class observations serve as illustrations. A class of girls at School A was being taught tennis, and for a portion of the class the girls enthusiastically played against one another in pairs for points. The teacher said to me, "Watch this! The girls are enjoying playing the game, but when I ask for the scores for each of the matches, we will discover that all of the games ended in a tie. The girls like to
play but do not want to embarrass each other." All of the games were reported as ties. In two other situations, one at each site school, which also serve as illustrations, I observed as ESL girls played the game of basketball in class. The girls in each class were of similar ability levels and, in my opinion, consequently enjoyed playing the game a great deal. While all of these girls seemed to enjoy playing the observed activities, it suggests that the dynamics which keep girls from participating on sports teams are somewhat complex.

Table 8: When taking physical education, I believe that I should:

<table>
<thead>
<tr>
<th></th>
<th>very important</th>
<th>important</th>
<th>somewhat important</th>
<th>not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a say in the activities</td>
<td>47.4%</td>
<td>27.5%</td>
<td>15.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td>have fun</td>
<td>79.3%</td>
<td>15.8%</td>
<td>1.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>be introduced to new activities</td>
<td>55.6%</td>
<td>29.2%</td>
<td>10.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>taught activities for continuing as an adult</td>
<td>45.8%</td>
<td>32.6%</td>
<td>14.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>be taught skills in a variety of activities</td>
<td>50.5%</td>
<td>29.4%</td>
<td>14.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Be graded on my own effort and progress</td>
<td>57.0%</td>
<td>29.5%</td>
<td>9.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>be taught standard competitive sports</td>
<td>45.4%</td>
<td>27.7%</td>
<td>16.0%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Physical education has evolved into a subject whereby individual differences, including aptitude and desire, are important within and between class groupings as teachers prepare, teach, and mark the students. Also, students are presented with choices within their programs, especially in the higher grades, that cater to
a wide variety of their needs. Consequently, the teaching and learning environment in physical education continues to generate curricular diversity, perhaps more so than do mainstream academic subjects.

**Outcomes Related to Continuing Fiscal Cuts**

The Ministry’s recent budget reducing strategies (1995-1997) have had an effect on the board’s budget. In response, physical education departments are reducing their program subsidies.

As witnessed at both schools, students make payments in the physical education offices so that they can partake in various activities. The sums range from $10 for a single day event to $100 for a two day excursion. However, it remains evident that the heads of the departments are attempting to maintain program breadth while keeping students’ costs minimal by still offering some subsidy to the various programs.

Site school teachers expect that the educational fiscal crisis will deepen and students may be expected to cover increasing percentages of the program costs. Site school students’ abilities to fund themselves are worthy of note. In constraining the physical activity levels of respondents, a "lack of money" is "very important" for 9.2%, "important" for 13.0%, "somewhat important" for 22.9%, and "not important" for 55.1%. Should the fiscal crisis deepen as expected, the number of students in financially distressing situations will likely increase.

**Teacher Integration and Exclusion--Teacher-Coach Availability**

As teachers age, energy levels reportedly drop, and cynicism about the fiscal
crisis seems to mount. Consequently, the ranks of the teacher-coaches may easily be depleted. However, for those who continue to coach, site schools' teacher-coaches seem to maintain pride in their involvement in interschool sports programs and the schools' teams continue to function with minor adjustments in defining who may be a coach.

Students at the site schools continue to benefit because some teachers wish to improve or maintain their images by volunteering to coach school teams. However, interviewed students, while they readily indicate their appreciation of their teacher-coaches, seem to be content if their head coach is one step removed from being a teacher. This scenario occurs at both of the site schools as pool and educational assistants act as head coaches for some of the teams. The department heads indicate that they are reasonably comfortable with this situation because, "We can still maintain our educational focus and control over this situation."

Students may not be quite as critical of the educational status of their coaches because they are not necessarily aware of the larger educational issues which control teacher participation. When presented with the potential of using external coaches instead of a teacher-coach, one young student indicates, "I would like to have a teacher as my coach, but I will still go out for the team no matter who coaches it. I just want to play for my school." Other students share this opinion, a reflection of their strong desire to participate on school teams.

For those students who wish to be on school teams, perhaps their desire to
participate supersedes their understanding of, and respect for, maintaining educational focus and control.

School and board-wide influences quite obviously have an effect at the site schools, however subtle, by influencing teachers to volunteer as teacher-coaches. Coaches believe that volunteering should be included as a criteria for promotion as very few other ‘extra’ school duties increase teacher-student contact hours at comparable levels. However, students seem to be somewhat ignorant of these complications. They enjoy having the teachers involved in their programs and do not wish to lose coaches through the promotional ladder.

Unheralded Athletic Associations’ Outcomes

Sports programs commence at the site schools soon after the first day of school in September, and end three seasons later at the end of May of the same school year. All of the students at the site schools are permitted to try out for sports teams, but all are not selected for the teams. Games are played at all of the board’s schools’ facilities. Also because of the recent expansion of sports opportunities in cricket and baseball and the maintenance of the sport of ice hockey, city facilities are used. Practices and games do not tend to occur on weekends, during school holidays, or during exams. Also, all of the teams which the site schools enter into league share the facilities during the allotted practice times before and after school. Games often take students away from school during the later part of the school day, but teachers and coaches report that the student-athletes remain responsible for missed classroom work.
In referring to recent increases in the number of male and female teams practising on the field after school, a coach at School B says, "Look at this crowd out here! We have four teams on this field and ten years ago my team was the only one out here. We sure are providing lots of student opportunity." On the field in their various groupings were at least 80 participating athletes representing a variety of racial and ethnic groups, all working toward their teams’ objectives.

On the surface, winning games or events which are offered through the board’s athletic associations brings attention to the site schools and to the students involved. This attention may come through a variety of mediums, both external and internal to the schools, and in general, those receiving the publicity indicate that it reinforces both student and teacher commitment to the programs. Teacher-coaches indicate that the magnitude of publicity for the best athletes often masks or overshadows the "values gained" for the average students.

Even though it is widely known, it bears repeating that students do not receive credits or marks for their efforts in these extracurricular activities. Therefore determining the values gained for students is essential in identifying why this type of behaviour continues with such zeal. Organizational culture factors are strongly implicated.

Students who qualify for the teams are faced with challenges at levels whereby they can learn and expect positive results. With the site schools’ coaches choosing the level (Tier I or II) of participation for their teams, site school students stand a reasonable chance of achieving some measure of success. Both
schools report satisfactory success rates within their groupings, and Athletic Associations’ Monthly Bulletins confirm these results by reporting results of both tiers.

Interviews with student-athletes reveal that they "love the challenge" that interschool sports brings them. States one student at School B, "I love to see if I can improve my skills and improve my ability to compete. I guess losing is as important as winning because it causes me to work harder to learn more about my sport. I also believe in committing myself to the team." Also, especially at School B, identity with a school team gives added status in an environment where athletics and academics have been closely linked and honoured for some time.

School can represent different concepts for different students. School A department heads report that some students, because they are naturally attracted to sports and academia, learn to understand the discipline required in achieving a goal.

One student has achieved "decent grades" in School B because he feels, "School sports have given me a way of connecting my academic work with the ability to do something that is important to me." Without the tutelage of a coach and involvement on a school team the year before, he reports missing three months of school. Another student indicates, "When I came here I started to hang out with a bad group. But the coach encouraged me to come out for the team and I did. That has made all the difference." A third student came to School B in order to turn his life around. He states, "I was caught stealing and I was faced
with a choice. Turn my life around or else. I came here after talking with the coach because he said that he would give me a chance to be a part of something positive. I won’t screw up again.” Perhaps this attitude indicates that positive values are reinforced by teacher-coaches within the schools.

Interestingly, questionnaire results indicate that such group dynamics and social processes may be very important to the students as two thirds of the respondents prefer being with others in order to participate in activities. The schools, through the provision of such opportunities, reinforce and value goal-oriented group behaviour.

Student-leaders at the schools meet regularly, through the Boys’ and Girls’ Athletic Associations, to assist in the organizing of athletic related events. Opportunities are thus created for students to develop leadership and management skills. States a girl at School B, "It means a lot of extra work, but I am learning more about running sports and helping provide worthwhile things for the students here. I am also learning more of what our coaches do for the students." Most important, students indicate that they learn that the schools reinforce a positive relationship with their educational environment.

As previously reported, the athletic associations encourage a system of accountability. Students report they are well aware of, and accept the measures that will be meted out for improper behaviour. Students at both schools learn that mechanisms which reinforce accountability function successfully.

Interview evidence suggests that the extracurricular activities, as part of the
physical and health education programs, are well received by the participating students. Also, because the schools' teachers and students tend to rally around and support good school teams, they believe that school spirit and school pride are enhanced. *The Good School* report (OSSTF 1980), which the site school teachers cite, suggests that this would be the case.

**Chapter Conclusions**

Outcomes at the site schools are related to the program areas which have been created through reactions to two significant influences: the Ministry educational policies and subject guidelines, and a program stability generated within the schools. These program areas are: physical education in grades 9 to 12, health education in grades 9 to 12, intramural programs, interschool sports programs, and OAC physical education.

Within these defined program areas, physical educators aspire to maintain student participation rates at the highest possible levels by relying on tried and true programs, by introducing innovative programs, and by presenting students with increasing choices as they advance to senior grades. Consequently, emphasis is placed on sporting and fitness activities and instructional health, while recreational, lifestyle, and academic interests are now being pursued.

Participation rates of grade 9 students remain high, a reflection of a Ministry policy which mandates participation at this level. Student participation then declines as they advance into the higher grades where other interests, often
generated by academic pursuits, take precedence. Disturbingly, data reveal that female participation rates remain consistently below those of males. These lower participation rates in girls' physical education contribute to reduced numbers of female teachers at the schools and the lower number of female teachers inhibits program stability and potential.

For those students who do not participate in physical education programs, no single reason stands out as being overly meaningful yet physical educators maintain the goal of maximum participation. Multiple influences affect students' participation habits. For instance, physical education exists within a dynamic milieu where social, personal, and academic factors influence student attitudes and preferences. Most importantly, students are in an environment where they constantly are presented with choices within and outside of physical education. Thus, regardless of the efforts of the schools' physical educators, some students simply do not enrol in physical education because other options appear to be more meaningful.

Students, as the subject consumers, seem to be very influential as they affect teacher reactions and program development. Such influence manifests a consistent responses of organizational cultures to consumer demand. Student capability to either accept or reject the schools' physical education programs amply transmits their response to program offerings. Should participation in any of the programs be considered insufficient, the physical educators at the site schools make annual adjustments: hence innovations do occur. The growing and gradual
individualization of physical education is witness to this trend. When considering the multiple offerings within the program areas and the changing marking schemes which often consider the individual participation habits of students, student choice demonstrates that physical education is becoming more and more personalized. Participation rates must be judged as reasonable since wholesale program changes are not taking place and voluntary participation rates remain somewhat satisfactory in the eyes of the site school teachers. Some of the girls’ programs are exceptions and complex reasons appear to contribute to the lower participation rates of girls.

For those students who already have aspirations of becoming physical education teachers, their observations, participation habits, and belief structures already seem to reflect an acceptance of their schools’ programs and teachers values. The teachers of both schools actively stimulate comparable student programs and interest as it seems to be in everyone’s best interests.

Students provide evidence that the programs they participate in are strongly connected to school and educational values. They make commitments to the programs, and in the case of their curricular choices, receive marks for their efforts thus relating participation to educational gain. In extracurricular activities, students are expected to make commitments to the teacher-coaches or their peers, or both. They are then held accountable for their actions which are deviant from educational norms. Where volunteering remains important, responsiveness to the educational milieu prevails for both students and teachers alike.

Where it is essential and beneficial, physical educators champion Ministry
and board guidelines and initiatives. However when feasible and to create program initiatives, they also operate independently by creating programs to which they hope their respective student bodies will respond. Yet even within this partial independence of reactions at the site schools, both schools’ programs demonstrate that the site school teachers belong to a common educational and teaching community. The Ministry, the board, the professional affiliations, and the students, all strongly influence teacher reactions and therefore program outcomes are the product of multiple influences. Influences, external to these affiliations, are seem meaningful only if they reinforce the goals and values defined by the programs, the schools, and the multiple professional and educational groups to which the teachers remain professionally connected.
CHAPTER EIGHT

SUMMARY AND ANALYSIS USING A CULTURAL PERSPECTIVE

Introduction

Physical education departments exhibit substantial cultural strength at each of the site schools while demonstrating both differentiation from, and integration with, the educational cultures of those schools.

Cultural differentiation is conspicuous, affirming the subject area as distinct and unique within the schools’ many subject disciplines. A rich array of school and board related subcultural artifacts support this judgement, perhaps leading observers to conclude that the values of physical educators are not related to those of other educational cultures.

Integration, the interrelationship of the subculture with other related school and board cultures, subtly and firmly occurs at the site schools. Such relationships preserve common, less obvious, and more deeply held school related values and norms. Consequently, operational patterns and related educational relationships are reinforced which also limit the influence of many external agencies.

Artifactual evidence, when combined with the selection and enculteration influences of physical education teachers, shed light on the deeper subcultural
values which were uncovered earlier in this document during discussion of influences, reactions, and outcomes.

**Exposing Subcultural Values**

**Academic Alignment: Adherence to Ministry and Board Directives**

Ministry policy allows for compulsory physical education in grade nine, and optional physical education in subsequent years which includes OAC. To remain academically aligned, and to effectively represent their subject area within this milieu, department heads of both site schools take advantage of this policy--with some apparent exceptions for girls in grade nine--by offering multiple levels and types of physical education. As the patterns of cultural expansion suggest and in keeping with academic adherence, physical educators have predictably taken advantage of academic program opportunities.

Site school teachers operate as if their curriculum regulations are current and paramount, even though they may remain vague and outdated. In spite of this, physical educators understand that the Ministry is essential as it provides academic opportunity and credibility for physical education teachers. Also, because the Ministry controls academic status by determining which subjects are mandatory within the credit system, its related policies ultimately determine academic inclusion or exclusion within the schools.

When Ministry and board policy initiatives or curricular material are presented, physical education departments respond favourably. Such actions are
consistent with a culture which cherishes and protects its educational connections. Three relevant considerations within the responses of each physical education department are noted. First, the site schools deliver a health curriculum which mirrors Ministry suggested and board developed curriculum modules. Secondly, both schools deliver Ministry and board approved OAC physical education courses. Finally, the board physical and health education consultants and the respective schools’ departments expeditiously deal with curricular change mandated by Ministry policy.

As will become more apparent, academic compliance and alignment is symbolic of the educational relevance and status that the teachers believe is due to their subject area. Such allegiance suggests that new Ministry policies and curriculum modules could guide physical educators into a new era of program development in these schools.

**Gender Separation**

The site schools deliver predominantly separate physical and health education programs for boys and girls. Such a rationalized separation is in keeping with an historic gender separation of subject and athletic associations and is touted as the best method of encouraging the participation of both sexes of students. For example, student ethnic and cultural norms, in combination with sex related development differences, often influence teachers to interpret and deal with student learning within the context of gender separation.

However, in countering the possible negative effects of this separation, both
formal and informal interaction takes place at the site schools and throughout the board during the planning and delivery of curricular and extracurricular activities and events. Department heads wish to optimize program resources. On a more subtle level, they also cultivate images which are consistent with the career promotional patterns within their culture.

**A Continuing Emphasis on Sports**

Committed athletic facilities, records, hall displays, school athletic structures, along with membership in the board’s athletic associations are all artifactual evidence which supports the view that both curricular and extracurricular sporting activities have strong roots at the site schools. Recently developed sports facilities at the site schools and throughout the board strengthen this trend. Inertia, therefore, exists whereby physical education curricula maintain an emphasis on sports. Many teachers’ and students’ exhibit attitudes, perhaps developed and often reinforced within the schools, which promote and applaud their voluntary participation patterns. A cycle of reinforcing the sports programs, thus, persists.

Rituals, ceremonies, and other visible displays of success, represent school athletic and coaching accomplishments. Conspicuous goals related to winning and excellence could therefore be construed as dominant. While important as motivational tools, such demonstrations do not represent the totality of extracurricular values at the schools. They do however, act as conspicuous motivational tools which create interest from students and teachers alike.
Implementing Change

Maintaining reasonable enrolment in physical education is essential for the survival of the subject, and teachers are well aware of the connection. At both of the site schools, curricular change has been based on programs which have been credited with increasing enrolment at similar institutions. Other initiatives have received the support of the board’s professional development committee. While the teachers at the site schools desire high enrolment in physical education, evidence suggests they remain cautious and incrementally introduce new activity and health programs (below the OAC level) while maintaining those which have had demonstrable success. Where the Ministry does not develop new curricular material, judgement on the potential of new physical education program initiatives is linked to board sanction as well as to successful peer implementation. Program initiatives or recommendations, emanating from other external sources, seldom receive attention as such sources have low standing within the schools.

Responding to Risk

Some programs and practices at the site schools present unacceptably high risks of injury to students. Related potential litigation is therefore perceived by practitioners as a threat to the subject.

Because of board developed safety policies, and because choice in site school curriculum is permitted, site school teachers tend to avoid such programs and activities. Curricular evolution, within this scenario, demonstrates an appreciation of the necessity of caution along with a respect for cultural
protection.

**Professional Allegiance**

Site school physical education teachers and teacher-coaches simultaneously belong to, or are represented by, multiple professional and overlapping educational associations such as the OSSTF, the schools’ administrations, the subject heads’ association, and the board athletic associations. Because each alliance has a measure of educational governance and credibility within the schools, subject teachers are observant of related values and norms. This is in keeping with occupational allegiance and is learned during enculteration, if not before.

Conversely, such internal loyalties commonly override or nullify potential attachments with external groups, such as sport governing bodies or related university physical education departments, where compatibility seems plausible. To some, such isolation suggests indifference or antagonism. However, site school educators predictably focus on internal professional relationships and consequently are often unaware of, or ignore, the recommendations of external groups. More is presented on the development and maintenance of professional loyalty in the following section.

**Physical Education Teacher Selection and Enculteration**

Cultural values and norms operate throughout the board and within the site schools and present strong and unofficial standards against which professionals are judged. As such, they regulate the identification and selection of individuals who are acceptable as teachers. Further, they direct enculteration processes
which persist in providing weighty influences over teachers’ patterns of thinking, perceiving, and behaving.

When physical education teachers adhere to such cultural values and norms, they gain peer respect. They in turn reinforce cultural outcomes as they similarly influence the continuance of their subculture’s framework within their respective schools.

**Teacher Selection Criteria.** Site school department heads reveal that cultural influences assist them to identify acceptable teachers. These influences, while unofficial, are powerful when compared to formal evaluations and operate as student and supply teachers are measured for cultural compatibility. Temporal and board-wide consistency are convincingly suggested, supporting the notion that the culture of physical education casts a commanding sphere of influence within the schools and throughout the board.

Prospective physical education teachers are expected to have a base knowledge of, and demonstrate a measure of competency within, all of the site schools’ programs. Candidates are also judged on their awareness of, and respect for, the profession’s traditions, teaching methods, learning behaviours, language of communication, and methods of association within the schools. Ironically, even though extracurricular activities are touted as voluntary, related involvement is believed to enhance the credibility of site school teachers and to fortify the perception of ‘commitment to students’ within the schools. Compliance and compatibility factors related to sports programs, therefore, strongly influence the
selection of physical education teachers.

Cultural influences extend beyond the boundaries of physical education. For instance, applicants who apply to teach in other subject areas often cross departmental boundaries to become teacher-coaches. Such voluntary contributions shore up the image of physical education within the schools while reinforcing the notion that extracurricular participation is educationally relevant for both teachers and students alike. Cross-cultural respect is also fostered.

**Continuing Enculteration.** As teachers gain experience, prevailing enculteration influences encourage physical education teachers to learn the means by which approval, power, and status are awarded. Professional image and career potential are at stake. Teachers must learn about and demonstrate loyalty to the values and operations of the multiple hierarchies which relate to their subject area and to the complex structures and operations within their schools and the board. On those who are most successful in negotiating this network, ‘insider status’ may be conferred.

Not all teachers exhibit complete cultural harmony as a clash of values sometimes became evident between teachers or between the departments of the schools. Such differences seemed to create debate around programs and educational values which served to refine or reaffirm teachers’ shared values. At the very least, such discord establishes the tolerance level for divergent behaviour.

For those physical educators who deviate from acceptable enculteration processes--such as placing professional loyalty with nonsanctioned external
agencies—short term discipline or long term career stagnation may result. Atypical outcomes, generated through such loyalties, often reinforce and illuminate the subculture’s dominant values through their perceived deleterious effects.

Physical education department heads, as members who have achieved reasonable cultural status, maintain the respect of their schools’ peers and administrators as they use respectful methods and preserve school values and norms. Consequently, they have reasonable success in soliciting teacher-coach volunteers from the ranks of other subject area teachers. Maintaining board-wide athletic association visibility while adhering to related values and norms are also important for these heads. Pressure to maintain sport involvement is powerful.

**Cultural Exit.** The strength of commitment to curricular and extracurricular programs at the site school is so powerful that many physical educators continue to teach and coach as they approach and reach retirement age. Longevity in coaching is honoured by the schools, the board, and the athletic associations. For those who have departed from physical education—and this occurs more for women teachers than for men because of external family commitments—they often switch to an alternate subject or school in an attempt to assuage their sense of guilt. Teacher-coaches from other subject areas are able to break their attachment more easily without feeling the same pressures. However, teacher-coach status can be so prestigious that physical education specialists will teach exclusively in their secondary subject area while steadfastly maintaining their coaching commitments.
Site School Subcultural Values

While physical and health education teachers look to, and cite, the Ministry for legitimation, the undercurrent of their opinions also shows that physical education teachers perceive it to be unfavourable, even hostile, to their subject area. Site school teachers therefore openly contemplate their educational status and professional values. Such values, delineated herein, are substantiated by the study data. Those presented as more deeply held implied values represent the entrenched cultural beliefs of the site schools.

Not all of the listed values are embraced by all site school teachers and as the literature suggests, these values are not always compatible with each other. However, in light of the complexity of influences which affect programming, I believe they represent a fair and reasonable assessment of the cultural values of the site schools’ physical education teachers.

Espoused Values Related to Physical and Health Education:

- Physical and health education is a legitimate academic subject which should have core subject status.

- Health education is a vital component of youth education and of physical and health education.

- Physical and health education is an essential secondary school subject which teaches students a love of sporting activities, fitness for life, and lifestyle education. As such, the subject should be compulsory throughout a students’ secondary school education.

- Activity skills must be progressively taught within each program area so that students can demonstrate accomplishment and subsequently learn to enjoy activities.

- Extracurricular sports programs are vital for schools to maintain a full
continuum of physical education opportunities for students and, as such, provide opportunities for personal excellence.

- A sound physical and health education program enhances student achievement in other subject areas.
- A vibrant extracurricular sports program is vital to schools as it creates and enhances student interest and success in academics.
- Extracurricular activity programs create essential learning opportunities for students in the areas of goal development, creating personal and group challenges, requiring commitment to others, and learning personal accountability.

Implicit Values:

- Participation by the teachers of the schools in athletic associations' activities and business heightens the status of the schools, and reflects positively on the teachers involved.
- Physical education and extracurricular programs promote student and teacher commitment to each other, develop school spirit, and create interdepartmental communication and interaction.
- Teachers who volunteer for extracurricular activities, because of their increased teacher-student contacts, should receive increased consideration for promotion.
- Teacher-coaches do not require a commitment to sporting excellence or to excessive coaching development programs in order to make a worthwhile contribution to students through their coaching.
- In order to maintain a profile within the schools, where academic status holds the high ground, physical education and sports programs rely on ceremonies, rituals, and displays to convey importance and relevance to students and teachers alike.
- Students are best served through the rational separation and delivery of boys' and girls' programs. However, sound interdepartmental communication and respect enhance both program delivery and outcomes.
- Physical and health education is a valid academic subject which enriches the academic life of a school and, because it exists within the academic environment, is integral in its support of school values and norms.
Physical education teachers and teacher-coaches, acting as volunteers, are the best professionals to maintain educational values within the sports programs. Schools' physical education teachers, in conjunction with their peers at other board schools, should govern the affairs of their sports programs. Conversely, external groups or individuals, who wish to operate or govern schools' sports programs would significantly reduce relevance and commitment to educational cultural values and norms.

Physical and health education teachers are best suited to determine and fulfil the activity and health related needs of their students.

Physical education teachers and teacher-coaches, because of their involvement, are ideally suited to develop healthy relationships and rapport, otherwise unlikely achieved, with students. As a result, physical education teachers are role models and counsellors to students.

Success, for those who represent the schools in extracurricular activities, is praiseworthy.

Good schools have dynamic extracurricular programs.

Interschool sports programs, better than other types of physical activity programs, maintain high levels of student and teacher interest and commitment.

Students, as the consumer group within the schools, have the ultimate say over the content of most of the physical education curriculum activities and the extracurricular school activities.

Physical educators must demonstrate reasonable compliance with the goals, values, and norms of other subcultures within their schools and the board.

Analyzing Outcomes

School Culture and Student Influence

Up to this point, little has been mentioned of the students as having influence within and on physical education. Suffice it to say that students, as the consumer group in the schools, significantly influence and sway outcomes.
Outcomes are therefore an interesting blend of teacher reactions to other influences and teacher reactions to student influences. Responsive teachers adapt programs to find combinations of course modules that interest the maximum number of students. The heads and assistant heads at the site schools seem to drive such reactions and, considering the optional nature of the subject, reasonable student participation and enthusiasm ensues. Such a statement, however, should not be construed as supporting the status quo.

Several powerful influences affect outcomes. First, the Ministry mandates one credit in physical education which normally occurs in grade nine, so students must be exposed to physical education at least once. Students then have an optional program in physical education for the duration of their education, and by their participation habits, they either approve or reject the schools’ programs.

However, the underpinning of the curricular and extracurricular programs continues to be sports programs, especially for boys. Teachers remain convinced that overall enrolment will suffer given drastic change. In spite of this fear, program choice has increased for students as they progress to higher grades. Site school teachers, especially those in the girls’ departments, are testing new and interesting modules in physical and health education that they hope cater to students’ fitness, leadership, and lifestyle needs.

Student choice is an important influence on program development. Thus, academic and physical rigour remain concerns as teachers wish to maintain a delicate balance of optimizing challenge while maintaining student interest. Also,
standard marking methods are under fire as significant numbers of students wish to be graded on their own merit instead of being compared to others. Seasoned values and methods are being challenged as physical education teachers are pressured to respond to students’ opinions and needs. Students’ needs and attitudes, albeit slowly, are influencing the means by which teachers develop programs.

The perceived academic status of physical and health education remains troublesome for both students and teachers. This manifests itself in several ways. First, in the classroom, students’ awareness of health issues is significant, suggesting that they have been somewhat enlightened by their health education classes. Also, some students at each of the site schools have responded by enrolling in the OAC level of physical and health education, thus assisting the teachers’ efforts to enhance the subject’s academic status in the schools. Otherwise, students in general still do not perceive that physical and health education has the same academic merit as other academic subject disciplines. For the physical educators of this study, this credibility gap seems to be largely influenced by two main factors: Ministerial marginalization of the subject area and consequently a perceived lack of curricular credibility on the part of many students. While multiple and poorly understood factors influence the voluntary participation of students, a reversal of participation trends will likely occur only through both Ministerial policy intervention and thoughtful curricular modification.

Students respond to, yet influence, teachers through their participation
habits in the extracurricular programs. Students at the two schools manifest this in different ways. Where the students from around the board have the option of attending School B, a specialized school with a noted sports program, competitive sports flourish. Yet at School A, where students predominantly come from the immediate locale, students do not fit the programs as much as teachers hope their programs fill students’ needs.

Where students continue to play certain sports, those sports tend to flourish. When students’ interests change, new and different sports and programs have been introduced. Even though change at either school does not seem to occur quickly, evidence demonstrates, that programs can and do change, albeit sometimes slowly.

Participating students, by and large, reflect an awareness of issues and values which surround sports in their schools. Even though winning championships is important to participating students and teacher-coaches alike, the value of winning is counter-balanced through the subcultural framework which cooperates with the dominant educational culture of each school. Students seem to recognize that sporting success does not make them exempt from behavioral and educational accountability. Overt and covert sanctions remain in effect and physical educators remain convinced of their subject’s positive contribution to the academic milieu of their schools.

Commitment, responsibility, goal setting, accountability, personal accomplishment, challenge, and excellence for students are all cultural values
attached to student-athlete participation which are reinforced by the overall culture of the schools. Just as teachers experience an enculturation process, so too do many students who participate voluntarily in these programs as they strengthen their attachment and commitment to this particular subculture.

Students and external observers may not be aware of the cultural complexity created through the multiple alliances that physical education teachers maintain. However, current education and physical education values are affected by these alliances. While it can be argued that such related values may not be ideal, evidence suggests that common educational values have been inculcated into these physical education programs.

**Worthwhile Outcomes in Jeopardy**

The schools are not without their problems as culturally destructive influences jeopardize worthwhile outcomes. For instance, physical educators value and honour voluntary participation from both teachers and students. This type of attachment operates as a substitute for weak Ministry guidelines which provide little incentive for students.

By taking only one credit in physical education, many students are exposed to minimal amounts of lifestyle, sports, fitness, and health education within the schools. Should this mandatory credit be eliminated, fewer students will learn of the values associated with physical and health education. Most at risk will be the female students who already drop physical and health education at higher rates than boys. Should the physical and health education culture accept the challenge
of reversing these trends, curricular and cultural intervention, perhaps involving a
greater involvement of external sources, will be necessary. Without positive
Ministerial policy intervention, these teachers, alone, may be powerless to change
these trends within their slowly evolving culture.

Should physical education further lose status and with a further decline in
enrolment, fewer physical education teachers would be hired and would therefore
not be available as extracurricular volunteers. The strong connections between
school values and norms and student participation would be further jeopardized
while external coaches might be encouraged to maintain the system as it appears
at the artifact level. For other subject teachers, their direct and indirect influence
on the schools' sports system, through their attachment to the subculture of
physical education, may also come to an end. As well, the educational relatedness
and cross-cultural cooperation fostered through physical education programs may
also cease.

Finally, should the financial support allotted to physical and health education
programs continue to dwindle and participation fees continue to increase, the
ability, of students from low income families, to participate, may decrease.

Chapter Conclusions

Site school physical education teachers and teacher-coaches operate within
a strong and complex school based subculture which is integrally connected and
sensitive to other influential educational subcultures. Consequently, in the absence
of enabling Ministerial policies, departmental values and norms reflect these negotiated associations and values. In turn, teacher reactions and student participation outcomes reflect the voluntary and charged nature of teacher-coach and student participation relationship. Perhaps as an indicator of the subject's fragile academic standing, the respective physical education departments remain sensitive to two major influences, Ministry directives and impressionable student activity patterns.

Throughout the discussion, artifacts and teacher enculteration processes indicate that strong subcultural values and norms flourish at the site schools. Artifacts differentiate physical education from other subjects. They point to, but do not definitively establish a set of occupationally held values at these locations. However, by examining the selection and enculteration processes of teachers, deeper and more culturally rooted values are exposed, demonstrating that physical education values are aligned with those of other school subcultures.

Physical educators are professionally associated with multiple school and board groups and therefore must adhere to a complex set of educationally negotiated values. In order to avoid both excessive internal dissonance and constant external conflict, values clarification and integration has developed between the physical educators and the members of these other educational subcultures. Such is the means by which physical educators hope to preserve both the respect of their peers and the involvement of both students and teachers. External influences are consequently limited as they are often perceived as a threat
to these alliances.

Within the culture, status individuals demonstrate a learned set of values which ascending physical educators must also demonstrate. These values reflect a balanced set of negotiated and accepted subcultural values within the schools' host cultures, especially in light of the Ministerial guidelines which teachers feel do not adequately support physical education as a strong academic subject.

Dominant values suggest that site school physical educators, within the framework of each department, identify with academic subject status, while attempting to maintain optimal participation conditions for both boys and girls. Teachers also aspire to realize a complex set of goals which include: keeping ongoing sports programs, maximizing board athletic participation and success, communicating frequently with peers, yet remaining responsive to change patterns which are ultimately dictated by student participation. Programs presented to students demonstrate that site school physical educators slowly, yet reasonably, adapt to the complex problems presented within their schools.

Finally, as the Ministry creates new influences through policy changes, some worthwhile student-based outcomes may be in jeopardy. Evidence currently indicates that girls' participation in physical education, which is already below the level of the boys', may further decline if the Ministry eradicates its support of the single credit in physical education. Next, should student participation become further attached to family and student income, evidence suggests that many students may be forced to reduce their participation. Also, structural changes may
cause many teachers to be less willing to volunteer as teacher-coaches within their schools and external coaches seem less likely to have the same knowledge of, and commitment to, the broad spectrum of school and educationally related values.

Many scholars expect reform to take place within such environments. Hopefully, this research contributes to cultural understanding in a way that facilitates such efforts.
CHAPTER NINE

STUDY CONCLUSIONS

Introduction

Site school physical and health education teachers and teacher-coaches are members of a strong educational subculture. Such strength is not necessarily healthy or harmful, but creates stability as it demonstrates that members have a mutual understanding of issues and of group values and norms. Cultural strength also points to the fervent pride and loyalty that members demonstrate for their profession as it currently exists, believing it fulfils an educational role while serving students. These subcultures significantly influence teacher behaviour. They direct teacher thought and action and also act to filter out many external influences, both positive and negative, which as a result often end up having little or no impact within the schools.

Cultural members often have multiple and complex roles and have learned a set of common norms and values associated with these roles. Consequently, they are reliant on the resulting stability which their culture provides. For outsiders, who carry special interest in secondary school physical education, such information should be used, first, to enhance communication and trust and, secondly, to improve school based programming. However, without a solid understanding of cultures and enculturation processes, change efforts will often
remain frustrated as well as frustrating to those who seek worthwhile change.

Worthwhile reasons support the need for changes in physical and health education, both at the school level and within Ministerial policies. For instance, more can and should be done to encourage the many who still do not participate in physical education programs where worthwhile physical, social, emotional, psychological, and academic growth are possible. Also, we need to ensure that such benefits are available to all, regardless of sex, age, race, and wealth. The role of physical and health education within education is continually re-emerging and physical educators at all levels must be prepared to embrace worthwhile change.

Recommendations Arising From This Study

- School based teachers should be integrally involved in designing and implementing changes to their own schools' programs. They need a sense of ownership of the issues, otherwise, current cultural values and methods will easily prevail, stifling worthwhile change efforts which represent an affront to their values and norms. To increase the chances of creating an interdisciplinary curriculum, other cultures within schools should also be represented in these change efforts.

- As has been noted, external parties often recommend partial or wholesale program changes for school physical education. Study results suggest that when change brings uncertainty, teachers tend to be unwilling to give up a program (or a part thereof), which they believe works, for something that brings uncertainty. Effective implementation, with the involvement of external experts, of such new programs should be created, in as many locales as possible, as examples of constructive change. Such displays will likely increase the credibility and attention that teachers give to external experts and to altered programs.

- Teacher training should incorporate a unit or module on educational culture. Within such a unit student-teachers can learn about teacher indoctrination
processes and the means by which individuals learn group values and norms. Following this, students could then learn strategies which will help them to constructively reexamine their cultural beliefs which they may come to hold as teachers.

- University physical educators should examine the delivery and content of their undergraduate curriculum with the goal of improving its relevance to the needs of the teaching profession. As relevance increases, retention of related value structures will likely improve.

- In order to improve their chances of obtaining a teaching position, physical education students should develop a core set of competencies which are based on the programs that teachers consider to be important. Without these competencies, individuals will unlikely be able to obtain teaching positions in schools similar to the site schools. Should student-teachers succeed in gaining positions without the requisite skills, they will unlikely be able to acquire status positions where they will be able to recommend and implement curricular changes.

- The Ministry should implement policies and programs which embrace physical and health education as a vital educational subject which is part of the core academic stream.

- Extracurricular sports programs are sometimes portrayed in a negative light because of a perceived overemphasis on winning. Should Ontario institutions of higher education offer sports scholarships, as is done in the United States, such an influence could impact on schools by creating an environment where such values would override current educational values and norms. Such potential should be resisted by those who cherish cultures such as those found at the site schools.

**Recommendations for Further Study**

This study perhaps raises more questions than it answers. Therefore, the following study question are proposed:

- Is the strength of the cultures exhibited within these site schools and the Board typical of that which may exist in other secondary school settings?

- What has been the influence of leadership in the development of such cultures?
• What is the role that leadership plays in cultural maintenance and change?

• What role do interdepartmental communication and cross departmental involvement play in cultural creation or entrenchment?

• What are the differences between student-teacher values and those of experienced teachers? How long does it take for a values shift to take place once a teacher obtains a permanent position? What happens to supply teachers’ values during long stages of supply teaching?

• What are the cultural differences and similarities in the male and female staffs of schools? Do these differences help or hinder the participation of their respective students?

• What cultural assumptions drive the formation of cultural norms and attitudes in settings such as these?
BIBLIOGRAPHY


sociology of physical education (pp. 95-116). Sussex, Great Britain: Falmer Press.


Deci, E. (1992). The relation of interest to the motivation of behaviour: A self-


Hendry, L. (1986). Changing schools in a changing society: The role of physical education. In J. Evans (Ed.), *Physical education, Sport and schooling:
Studies in the sociology of physical education (pp. 41-69). London: The Falmer Press.


Ontario Federation of School Athletic Associations. (No date). *Education through sport.* Barrie, Ontario; Author.


Smith, B. (1996, May 5) *Ministry documentation for P&HE*. [online] Available email: sphoenix@oise.utoronto.ca from bjsmith@oise.utoronto.ca


APPENDIX
STUDENT PHYSICAL ACTIVITY QUESTIONNAIRE

In this study "regular physical activity" means participating in physical activity at least 3 times per week for at least 20 minutes.

1. In an average week over the past year, do you consider that you participated in physical activity (select one)...

☐ 5 or more times  ☐ 4 times  ☐ 3 times  ☐ 2 times  ☐ 1 time  ☐ 0 times

2. How do you feel about participating in "regular physical activity?" Do you think it is ...(indicate in only one box on each line what you believe best represents how you feel.)

<table>
<thead>
<tr>
<th>Feeling</th>
<th>5 or more times</th>
<th>4 times</th>
<th>3 times</th>
<th>2 times</th>
<th>1 time</th>
<th>0 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>harmful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pleasant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inconvenient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not painful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>neutral</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>boring</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>beneficial</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>unpleasant</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>convenient</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>painful</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>easy</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

3. How much do the following people encourage you to participate in "regular physical activity?"

<table>
<thead>
<tr>
<th>Person</th>
<th>Do not have one</th>
<th>encourage me, very supportive</th>
<th>no effect</th>
<th>discourage me, very negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>close friend(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>boyfriend, girlfriend</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>parent(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>other family member(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>my employer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>my doctor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>my physical education teacher</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>teachers of other subjects</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>my coach</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>my non-school activity instructor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. I enjoy or prefer ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>very important</th>
<th>important</th>
<th>somewhat important</th>
<th>not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>vigourous physical activity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>organized competitive sports</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>low level organized games</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>leisure and recreational activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>being involved in healthy activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>aesthetic activities (such as dance)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>individual fitness activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Page 1 of 4)
5. Do you participate in "regular physical activities" at school in the following settings?  

<table>
<thead>
<tr>
<th>Setting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>in physical education classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on organized teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in intramural activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>during my spare time at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in organized fitness activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| in other types of school activities             |     | If yes, what are they?  

6. I believe that participation in "regular physical activity" will help me to ...  

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>relax, forget about my cares</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get together with other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concentrate on my studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get recognition from other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get outdoors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have an opportunity to compete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take risks, seek adventure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve or learn skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel better mentally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel better physically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a better physique</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>control my weight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop good activity and health habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for when I am an adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve/maintain overall fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve/maintain flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve/maintain cardiovascular fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve/maintain muscular strength and endurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Do you participate in "regular physical activity" in programs that are offered outside of your school?  

<table>
<thead>
<tr>
<th>Setting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>in a competitive sports club or organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at a fitness club or facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a community group (e.g., Parks and Recreation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by taking lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in my own free time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. When you participate in "regular physical activity," who is with you?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends of either sex</td>
<td></td>
</tr>
<tr>
<td>friends of the same sex</td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
</tr>
<tr>
<td>classmates at school</td>
<td></td>
</tr>
<tr>
<td>teammates at school</td>
<td></td>
</tr>
<tr>
<td>friends in a community group or club</td>
<td></td>
</tr>
<tr>
<td>I prefer to be by myself</td>
<td></td>
</tr>
</tbody>
</table>

9. How important are the following in preventing you from being more physically active?

<table>
<thead>
<tr>
<th>Problem</th>
<th>a large problem</th>
<th>a small problem</th>
<th>no problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of time due to school work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. will lower my average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other subjects are more important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of time due to family obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of time because of my job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of time due to other interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor activity or sports skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of athletic ability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of PE programs that I enjoy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of support from friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of support from family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because of my religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of self-discipline or willpower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am self-conscious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of energy, too tired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>long-term illness or injury</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fear of injury</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Page 3 of 4)
10. When I take (or took) physical education classes, I believe that I should . . .

<table>
<thead>
<tr>
<th></th>
<th>very important</th>
<th>important</th>
<th>somewhat important</th>
<th>not important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>have fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be introduced to new activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>be introduced to the value of</td>
<td></td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>overall physical fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be taught to play traditional</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>competitive sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be taught about good health</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be taught skills in a variety</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>of activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be graded by being compared to</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be graded on my own effort and</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taught activities that I can</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>continue to do as an adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a say in the activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>that I am taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. I am currently enrolled in physical education classes at school.

☐ Yes ☐ No ⇒ I last took Phys. Ed. _____ years ago.

12. I will (or intend to) be taking physical education as a school subject next year.

☐ Yes ☐ No

13. Compared to other people my age and of the same sex, I would say that I am ...

|                                | much more active | average | much less active |
|                                | ☐                | ☐       | ☐                 |
|                                | ☐                | ☐       | ☐                 |

14. In the coming year, I intend to participate in "regular physical activity."

☐ Yes ☐ No

15. Are there any special physical activities or sports that you would like to start in the next year?

☐ No ☐ Yes⇒ First choice: __________________________________________

|                                |                    |
|                                |                    |
|                                |                    |

Second choice: __________________________________________

16. I am a... ☐ Female ☐ Male

17. I am currently in (Choose only one)...

☐ grade 7 ☐ my second year of secondary school
☐ grade 8 ☐ my third year of secondary school
☐ grade 9 ☐ my fourth year of secondary school
☐ my final year of secondary school

18. After finishing school, I intend to (Choose only one)...

☐...attend university ☐...attend a community college ☐...enter a trade or get a job

☐...other (please specify) __________________________________________

(Please provide your answer here.)
Dear Parent:

The physical activity levels and related good health of young people is of interest and concern to many people. I am currently a Doctoral student at the University of Toronto and am interested in studying how students feel about participation in physical education classes, school sports programs, and in other physical activity. I would like to include your child in my study.

During the next few weeks, I will be asking the students to complete a questionnaire which should take about 20 minutes of class time. Similar questions are included on the back of this form. This is not a test for your child and in fact your child’s responses will not be identified and no information about your child will be used from the school records. I do, however, hope to identify general trends so that I may improve our understanding of how and why students in Toronto schools choose to participate in physical activity.

The study has been approved by the Toronto Board of Education’s Research Committee and by your child’s principal, (name). The research is important because it will help to show how and why students choose their activities. When the study is complete, a summary of school results will be given to the school principal and a complete report on the findings will be available in the school library for interested parents.

The decision to take part in this survey, or not to take part in this survey, can be made by individual students and their parent(s). Your cooperation in permitting your son or daughter to participate will be greatly appreciated; however there is no penalty of any kind if she/he does not take part. If you do not wish your child to participate, return the bottom of this form to your child’s teacher indicating your wishes on the bottom of this letter. If, on the testing day, your child is unwilling, he/she will not be made to participate. Should your child wish to withdraw from this study, he/she is free to do so.

I sincerely appreciate your cooperation. If you would like to receive more information about the study, please contact me at 978-2963.

Thank you,

Skip Phoenix, M. Ed.
University of Toronto

______________________________
Child’s name

☐ I do not give permission for my child to participate in the study conducted by Mr. Skip Phoenix.

Signature of parent/guardian

______________________________
EXAMPLE QUESTIONS

1. Do you participate in physical activities at school in the following settings?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>in physical education classes</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>on organized teams</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in intramural activities</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>during my spare time at school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in organized fitness activities</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in other types of school activities</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

What are these other activities?

2. Do you participate in physical activity in programs that are offered outside of your school?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>in an organized sports club</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in an organized fitness club</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in some other organization</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>by taking lessons</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>in my own free time</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. When you participate in physical activities, who are you with?

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>no one</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>friends of either sex</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>friends of the same sex</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>family</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>classmates at school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>team mates at school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>friends in community club or group</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>