

# The perspectives and prospective of interest reposed by the Female Teachers in Sports

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## Abstract

The current study sought to explore the relationship between personal school physical education experiences and teaching practices of classroom female teachers. It is crucial to explore the personal experiences of the physical education teachers in the sports and their achievements of the participation. The objective of the study was to investigate physical education teachers' perspectives about teaching practice in their background and in order to understand its significance in their professional socialization. Additionally, a cross-cultural comparison was made between student teachers in teacher training programs in the physical educational institutions. The physical education teacher's experiences are the critical success factors for any institution including the schools, colleges and the universities. There is an acute need of exploring the dimensions and issues of physical education teachers in the education institutions. This study will strive to make a substantial contribution to fill the existing gap in understanding the link.

## 1. INTRODUCTION

The current study sought to explore the relationship between school physical education experiences and teaching practices of classroom teachers. The theory of teacher socialization has highlighted the significant influence of past school experiences on a teacher's attitudinal disposition and beliefs they bring to pre-service education and the workplace. That is, many student teachers believe that they already know what they need to be able to teach, as a result of having the opportunity to observe teachers every school day over many years. In the physical education literature, the notion of the 'subjective warrant' has been explored with physical education specialists (Abney & Richey, 1992).

"A limited amount of research has examined the influence of the physical education biographies of classroom teachers or non-specialists and it is unclear how these may impact on their beliefs and teaching styles". Similarly, it focused on the unfavorable perpetuation of a non-teaching ideology; its relevance can be extended to include the impact and perpetuation of negative experiences for non-specialists (Biskup & Pfister, 1999). "The non-specialists may hold very different memories of success and enjoyment in physical education as school students when compared to specialists, as it could be expected that those with unfavorable personal physical education experiences would be less likely to enter a specialist physical education teaching role". Of the limited studies examining prior physical education experiences of non-specialists, there is a general agreement that they have poor memories of PE. Most of the research has focused on pre-service teachers (Marsh & Kleitman, 2003).

The literature revealed that studying the socialization processes 'provides insight into how educators learn to understand and fulfill professional responsibilities'. "Socialization theory has been used to study students of physical education teacher education programs and physical education teachers". The most prevalent theoretical construct used to describe the socialization of physical education teachers is the occupational socialization model (Rich, E, 2003). The literature defined occupational socialization as 'all of the kinds of socialization that initially influence persons to enter the field of physical education teacher and that later are responsible for their perceptions and actions as teacher educators and teachers'. The potential teachers first learn about teachers during their own schooling days; all experiences prior to physical education teacher's experiences are known as 'anticipatory socialization'. Then, all professional interactions continue to shape teachers, but neophytes are quickly inducted into the social structures of specific school and school system cultures (Marsh & Kleitman, 2003).

## 2. INTEREST AND BACKGROUND IN SPORTS

An extensive review of the literature was conducted to identify as many studies as possible using the key words: school and physical education, school and physical activity, school commuting and school environment. "There is an international consensus that participation in physical activities can offer a great deal to individuals, communities and nations. The available literature suggests that from an early age, differences in gender-based attitudes towards and opportunities for sports and physical activities can have a significant influence on children's participation". This may, in turn, affect later involvement in physically active lifestyles and the social

and health benefits that may result for them (Rich, E, 2003).

The contribution of physical education to the personal, social and physical development of the child has been well documented in many research studies. "Physical education teacher provides children with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain physical fitness and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle" (Abney & Richey, 1992). In an era in which childhood and adult obesity is on the rise across, physical education and a healthy eating lifestyle have the combined potential to make a positive lifestyle change for all. "Despite the acknowledged importance of physical education, primary teachers in the 21<sup>st</sup> century find themselves endeavoring to implement an ambitious physical education curriculum in the context of increasingly sedentary lifestyles and status of sports-stars and equipped with an uneven distribution of resources" (Marsh & Kleitman, 2003).

### **2.1 Physical Health**

The physical health benefits of regular physical activity are well-established. "Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. The available literature shows that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world" (Biskup & Pfister, 1999). Physical activity may influence the physical health of female in two ways. First, it can affect the causes of disease during childhood and youth. "The literature suggests a positive relationship between physical activity and a host of factors affecting female physical health, including diabetes, blood pressure and the ability to use fat for energy. Secondly, physical activity could reduce the risk of chronic diseases in later life". A number of 'adult' conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood and can be aided, in part, by regular physical activity in the early years. The regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females (Marsh & Kleitman, 2003).

### **2.2 Mental Health**

In recent years, there has been evidence of disturbingly high rates of mental ill-health among adolescents and even younger children, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. "The literature suggests two ways in which physical activities can contribute to mental health in female. Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon females' psychological well-being; indeed, some studies indicate that female may respond more strongly than male in terms of short-term benefits". Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression (Abney & Richey, 1992). Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants and psychotherapy. "Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression". The related literature drew out numerous mental health benefits of physical activities, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression and various kinds of stress (Abney & Richey, 1992).

### **2.3 Educational and Intellectual Development**

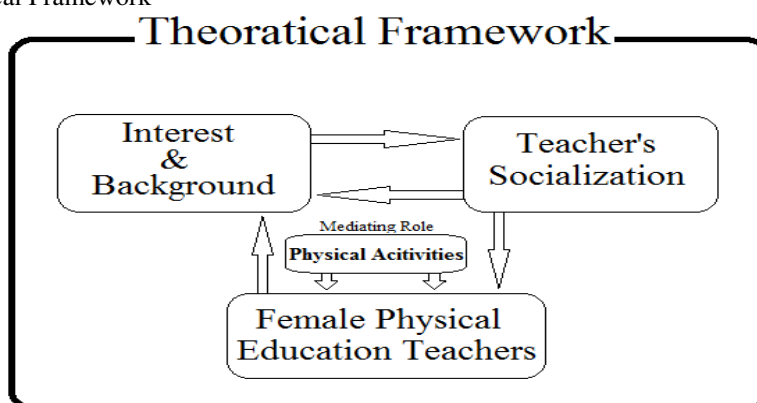
The literature suggests that for many females, sports and physical activities are positive features of their academic aspirations and achievement. "The classic study of the relationship between physical activity and school performance was carried out in the sports literature. Researchers reduced 'academic' curriculum time by replacing it with physical activities, yet academic results did not deteriorate, there were fewer discipline problems, greater attentiveness and less absenteeism" (Biskup & Pfister, 1999). More recent studies have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasizes that 'academic performance is maintained or even enhanced by an increase in a student's level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material' (Marsh & Kleitman, 2003).

## **3. TEACHER'S SOCIALIZATION**

The socialization defined how a female physical education teacher addressed the interests of its students and how that was reflected in its interest. The socialization helped both the female teacher and its students to meet their needs. "The first period in joining an institution is very critical for new female physical education teacher. A basic premise of institutional socialization practices is that the nature of a new teacher's initial experiences is imperative to his adjustment to the new environment" (Perrot, Talya & Roussel, 2012). Due to the fact that a new physical education teacher may face a dilemma when he/she joins the institution, the institution should concentrate on how to reduce his/her uncertainty and fear. "The successful institutional socialization increases emotional attachments toward the institution. Further, social interactions with other employees are necessary in the process of socialization" (Ziaadini & Hashemi, 2013). The successful institution tries to transform new teacher, through efficient socialization program, into established institutional employees.

Through the socialization process, new employees learn the right roles and behaviors to be more effective members in the institution. Razzaq & Malik (2012) described the socialization as the process through which newcomers learn more about the institution and become fully assimilated insiders. “The socialization helps the new female teacher to adapt to their work environment through facilitating their adjustment to the values and norms of the institution and also through clarifying their role in the physical activities. In fact, employee socialization most likely occurs any time an employee acquires a new supervisor, joins a new work group, or trains a newcomer” (Perrot, Talya & Roussel, 2012). So the socialization does not include only the newcomers, but it is extended to include any changes take place relating to employees` position or place of work.

Figure 1.1 Theoretical Framework



### 3. DISCUSSION

One specific component of formal teacher preparation, however, has gained widespread recognition as being critical in the professional socialization of teachers. “This area is field experience, also known as the practicum or teaching practice. Teaching practice represents the closest link between formal teacher education in colleges and on-the-job training in schools”. Students and faculty members alike report student teaching as the most important socializing effect on pre-service teachers (Biskup & Pfister, 1999). Accordingly, the study investigated student teachers’ perspectives of their pre-service education and their professional ideology. He suggested that teacher educators need to know if trainees are malleable, or if new ideals put forward in teacher preparation programs are ‘washed out’ during fieldwork experiences. “The washout effect is when new ideas and beliefs appear to be developed in university-based teacher education pedagogy, but are then not held on to by student teachers once they enter the field” (Rich, E, 2003).

There is considerable evidence of a positive relationship between females’ participation in sports and pro-educational values, although, at present, it is difficult to distinguish between correlation and causation (Abney & Richey, 1992). “Studies from the physical education teacher’s report a host of encouraging findings including: female who participate in sports are more likely to achieve academic success than those who do not play sports; female high school athletes expressed a greater interest in graduating from both high school and college; female athletes from ethnic minority groups reported better school grades and greater involvement in extra-curricular activities than non-athletes and in some cases are considerably less likely to drop-out from the school”. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between females’ engagement in sports and improved performance (Marsh & Kleitman, 2003).

### 4. CONCLUSION

However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a program; providing opportunities for the development of valued capabilities and competencies; and increasing ‘community capital’, by developing social networks, community cohesion and civic pride. Studies of women’s experiences of sports participation have suggested that they can contribute to a more generalized feeling of empowerment. Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys. This may be because participation augments females’ self-esteem, or because being an athlete carries with it a strong public identity. Whatever the reasons, increasing the numbers of females’ participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, the participation in the physical activities can challenge and change social norms about their roles and

capabilities (Rich, E, 2003).

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