

MORAL DEVELOPMENT AND SPORTING BEHAVIOR IN SPORT EDUCATION:
CASE STUDIES OF PRESERVICE TEACHERS

by

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ABSTRACT

Sport education (SE) is thought to be an excellent curriculum model for the promotion of moral and sporting behavior for students. The first study examined the extent to which one preservice teacher (PT) with a moderate coaching orientation promoted or negated moral and sporting behavior within her students during SE. Guided by social learning and structural development theories, data analysis indicated that students began with a limited understanding of moral and sporting behavior, frequently engaging in unsporting behavior and showing no improve during the two SE seasons. This was because the teacher did little to change the core cognitive structures that guided their views and behaviors. Rather, she reinforced their existing views of these constructs.

The aforementioned theories were further used for the second study, examining a teaching oriented PT also using the SE model to promote moral and sporting behavior while teaching middle school students. This teacher was able to further promote moral and sporting behavior during SE seasons, as opposed to his coaching oriented peer in the first study. This was partly due to his own concept of sporting behavior and fair play, his delivery of a pure version of SE, and his pedagogy. More negatively, many of the more skilled students' willingness to participate in fair play and sporting behavior proved context specific.

Past research has suggested using interventions within physical education settings to promote moral and sporting behavior, therefore the third study focused on investigating the influence of an intervention program on one PT's ability to promote moral and sporting behavior in SE. Many students had been socialized into norms of sporting participation that were mostly

negative and therefore believed it was okay to behave in an unfair and unsporting manner during gameplay. Over the two seasons, the PT got many of his students to question this thinking and engage in positive sporting behaviors. Congruent with the second study, the PT was not able to change all viewpoints completely; specifically, some of the higher skilled students' behaviors regressed upon entering the play-off phase further indicating the potentially powerful negative influences of organized youth and school sport.

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CHAPTER I

MORAL DEVELOPMENT AND SPORTING BEHAVIOR IN SPORT EDUCATION: A CASE STUDY OF A PRESERVICE TEACHER WITH A COACHING ORIENTATION

ABSTRACT

Sport education (SE) is thought to be an excellent medium through which to develop students' concepts of moral and sporting behavior. The purpose of this study was to determine the extent to which one preservice teacher employing the SE model promoted or negated moral and sporting behavior within 52 sixth and eighth grade girls. The theoretical perspectives that drove the study were social learning theory and structural development theory. Data were collected during two 20-lesson SE seasons the teacher taught during her culminating internship using eight qualitative techniques. They were reduced to three key themes by employing analytic induction and constant comparison. The girls began the study with a limited understanding of moral and sporting behavior and frequently engaged in unsporting behavior. They did not improve during the course of the two SE seasons. This was because the teacher did little to change the core cognitive structures that guided their views and behaviors. Rather, she reinforced their existing views of these constructs. While SE offers many opportunities for teachers to promote and develop sporting and moral behavior, the study's results indicated that this is not automatic.

Introduction

An often claimed goal for physical education (PE) is the development of behaviors within the affective domain (Jacobs, Knoppers, & Webb, 2013). Two elements championed within the affective domain have been moral development in general (Shields & Bredemeier, 1995), and the display of sporting behavior in particular (Kirk, 1993). Sport pedagogists have struggled to define moral development within the PE setting. For example, Mouratidou, Goutza, and Chatzopoulos (2007) viewed the construct as being concerned with the ability to make moral choices and evaluations, whereas Gibbons, Ebbeck, and Weiss (1995) focused purely on “fair play.” Most in the field, however, generally agree with social learning and structural development theorists that the construct involves students recognizing and understanding acceptable social standards and guidelines (Jacobs et al., 2013). Sporting behavior, has been defined as “involving an intense striving to succeed, tempered by commitment to the play spirit such that ethical standards will take precedence over strategic gain when the two conflict” (Shields & Bredemeier, 1995, p. 194).

A number of scholars have suggested that PE is a good medium through which teachers can promote moral development (Figley, 1984; Laker, 2000; Shields & Bredemeier, 1995). Indeed, Shields and Bredemeier (1995) argued that the subject was “probably the most significant physical activity context [in schools] for developing moral character” (p. 199). Figley (1984), for example, noted that PE teachers could encourage moral development by placing students in situations in which they were confronted by moral dilemmas (e.g., deciding how aggressively to play during a game situation), employing indirect teaching styles which allowed students to make many decisions about their own learning (e.g., asking students to coach teams or officiate games), and creating a nurturing environment (e.g., supporting and praising students

who demonstrate sporting behavior). On the downside, Figley (1984) noted that PE teachers who do not require their students to deal with moral dilemmas and use direct teaching styles are unlikely to enhance their charges' moral development. Moreover, teachers who overtly or implicitly support immoral behavior in sporting contexts (e.g., praising students who purposefully foul to stop an opposing team from scoring), will normalize such behavior and encourage it within their classes.

Several interventions aimed at enhancing moral development within traditional multi-activity PE units have been encouraging in that they supported the contentions of Figley (1984) and indicated that it was possible to improve levels of moral behavior displayed by students. Specifically, researchers were able to improve moral behavior by deliberately requiring students to engage in tasks that included moral dilemmas (Gibbons & Ebbeck, 1997; Gibbons et al., 1995; Romance, Weiss, & Bockoven, 1986; Wandzilak, Carroll, & Ansoerge, 1988), discussion (Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007; Romance et al., 1986; Wandzilak et al., 1988), and problem-solving exercises (Gibbons et al., 1995) They were also successful in this endeavor when providing choices of activity, using indirect teaching styles, and requiring students to engage in cooperative tasks (Hassandra et al., 2007; Romance et al., 1986).

More recently, the promotion of moral and sporting behavior and the ethic of fair play has been foregrounded within the sport education (SE) curriculum model (Siedentop, Hastie, & van der Mars, 2011), the suggestion being that the “curricular scaffolding” of the model (Ennis, 1999) is particularly favorable to realizing these affective objectives. Moreover, two goals of sport education are to produce *literate* and *enthusiastic* sportspeople (Siedentop, 1994). Enthusiastic sportspeople take part in sporting contests in ways that protect, enhance, and preserve the culture of sport. Literate sportspeople comprehend and value sporting traditions,

including its rituals and regulations, and can distinguish between poor and good sporting practices (Siedentop et al., 2011).

Teachers delivering what might be termed a “pure version” of SE, in congruence with Siedentop et al. (2011), might well facilitate improvements in students’ moral and sporting behavior. Some critical commentary of the SE model, however, has implied that the promotion of moral and sporting behavior through the model might be an ideal that can not be achieved by many teachers. Such commentary has suggested that the conservative version of SE, usually delivered in schools, serves to perpetuate flawed forms of institutionalized sport (Penney, Clarke, & Kinchin, 2002) and that these flawed forms of sport promote undesirable practices and values in students (Harvey, Kirk & O’Donovan, 2014; Kirk & Macdonald, 1998).

Two studies (Brock & Hastie, 2007; Sinelnikov & Hastie, 2008) support this line of thinking. Findings from these studies indicated that students could not define fair play at the beginning of an SE season and their conceptions of the construct were not developed during the course of an SE season. Specifically, at the beginning of the season, students described fair play in terms of being good teammates, not arguing with officials, and supporting equal playing time for all. As the season progressed, however, and the competition became increasingly fierce, students’ views about equal playing time changed, especially when it could make the difference between winning or losing. In contrast, Hastie and Sharpe (1999) found that holding students specifically accountable for playing fairly during SE had a positive effect. Similarly, while middle school children in Vidoni and Ward’s (2009) study did not improve in terms of employing more constructive behaviors during the course of an SE season, they did decrease their use of destructive behavior. The current study was aimed at building on the work of Brock and Hastie (2007), Hastie and Sharpe, and Vidoni and Ward. Its purpose was to determine the

extent to which one teacher employing the SE model promoted or negated moral and sporting behavior within her students.

Theoretical Perspective

Data collection and analysis were driven by two theoretical perspectives. These included *social learning theory* (Bandura, 1977) and *structural development theory* (Kohlberg, 1976; Piaget, 1965). Both perspectives have been used in prior research of PE focused on moral development (Gibbons, et al., 1995; Hassandra et al., 2007; Proios, 2011, Shields & Bredemeier, 1995).

Social learning theory. The key concept of social learning theory is that the beliefs, values, and actions of individuals are strongly influenced by the environment and culture in which they exist (Shields & Bredemeier, 1995). This environment includes key socializing agents which can be both individuals and institutions (Shields & Bredemeier, 1995). Children and youth develop an understanding of what is morally right or wrong as a result of interacting with those who are key influences on their lives (Rest, Narvaez, Bebeau & Thoma, 1999). Such persons socialize them into thinking and behaving in specific ways and these views, values, and behaviors gradually become internalized (Shields & Bredemeier, 1995). This is achieved by both modeling and reinforcing values and behaviors (Hassandra et al., 2007; Rushton, 1982). Individuals have more influence on children and youth when they are similar (e.g., from the same peer group or race) and/or have a high level of status (e.g., a teacher, parent, or older sibling) (Shields & Bredemeier, 1995).

Researchers using social learning theory, therefore, focus on the values expressed and the behaviors displayed by those they are studying, the stability and longevity of these values and

behaviors, and determining the forms and sources of socialization that lead to these values and behaviors being learned in the first place (Shields & Bredemeier, 1995).

Structural development theory. The basic tenet of structural development theory is that each individual constructs a meaningful core cognitive structure of existing thoughts, beliefs, and values (Kohlberg, 1976; Shields & Bredemeier, 1995). This core cognitive structure, in turn, influences an individual's behavior by acting as a filter through which social situations and contexts are interpreted (Shields & Bredemeier, 1995). Moreover, the core cognitive structure can be modified when individuals are exposed to new and different views and values and adapt to a change in culture, contexts, and surroundings through a process known as *equilibration* (Shields & Bredemeier, 1995). Equilibration is achieved through *assimilating* values and beliefs that are similar to those already held by an individual or *accommodating* values and beliefs that are radically different to an individual's current perspective (Shields & Bredemeier, 1995).

The evolution and development of the core cognitive structure is related to the three levels of moral development through which Kohlberg (1976) suggested individuals move. Within the *preconventional* level, the cognitive structure is relatively unsophisticated and characterized by following rules set by others without thought or understanding about the morality of these rules (Shields & Bredemeier, 1995). In a sporting context, individuals at this stage might follow rules and regulations of games merely to avoid being penalized by officials (Telama, 1999). Individuals at the *conventional* level of moral development act and reason in accordance with standards and thinking set by social groups to which they belong without examining the morality of these standards and this thinking (Shields & Bredemeier, 1995). Within a sporting contest, individuals at this stage of moral development are likely to act and think in congruence with the standards and thoughts of their teammates regardless of whether

these are morally right or wrong. Individuals who progress to the *postconventional* level of moral development have relatively sophisticated cognitive structures which allow them to develop a sound understanding of what is morally right and wrong. This understanding means that they have the capacity to question group, society, and cultural norms and not necessarily follow them (Shields & Bredemeier, 1995). Within competitive sport, for example, individuals at this level would clearly understand that physically harming opponents is morally unacceptable (Telama, 1999).

Method

Participants

The primary participant in this study was Lindsey¹, a purposefully selected preservice teacher from a research university located in the southeastern United States. Secondary participants were 52 students in two SE seasons that Lindsey taught during her culminating internship at a local middle school. In line with the requirements of the university's human subject's regulations (see Appendix A), all participants agreed to participate in the study by signing consent as well as assent forms.

Lindsey was a 22-year-old Caucasian female with a moderate “coaching orientation” (Curtner-Smith, Hastie, & Kinchin, 2008). Her main reason for entering physical education teacher education (PETE) was to work with extracurricular school teams. Specifically, she was “accustomed to coaching basketball so. . . almost [felt she] had to do it.” At this stage of her career, teaching physical education was a career contingency (Lawson, 1983a, 1983b). Her early PETE, however, modified Lindsey's outlook to the extent that by the time the study commenced,

¹ The names of all individuals in this paper are fictitious.

while she retained her coaching focus, she was concerned about doing a decent job within curricular physical education as well.

Lindsey's SE Training

Lindsey completed three semesters of PETE prior to the study. In the first semester, she discussed and read about SE and examined SE seasons and lesson plans. In addition, she saw the model being implemented on film. Finally, Lindsey taught a mini-SE soccer season, consisting of 13 lessons, to students at a local middle school. In the second semester, she taught three more 12-lesson mini-SE seasons to students at a local middle school on soccer, rugby, and track and field. During the third semester, Lindsey taught a full length SE season consisting of 18 lessons on striking-fielding games to upper elementary school students.

Setting

Lindsey completed her 7-week culminating secondary internship in a local middle school which catered to students from a range of social backgrounds. She was supervised by one cooperating teacher, held in high regard by university faculty and experienced in employing the SE model, and an experienced PETE faculty member.

During the course of the study, Lindsey was observed teaching two 18-lesson seasons of basketball to one class of sixth grade girls (ages 11 to 12 years) and one class of eighth grade girls (ages 13 to 14 years). Of the 28 girls in the sixth grade class, 14 were African American, 12 were Caucasian, and 2 were Asian. The 24 girls in the eighth grade class included 15 African Americans, 7 Caucasians, and 2 Asians.

The two SE seasons that Lindsey taught included a four-lesson pre-season during which skills and tactics were the focus and practice games were played, a nine-lesson regular season during which five teams competed in a league format, and a four-lesson play-off phase leading to

the final game and awards ceremony. Students selected team names, colors, and mascots and took on the roles of coach, captain, warm-up leader, scorekeeper, and official.

Data Collection

Eight qualitative techniques were used to collect data which indicated the degree to which Lindsey either promoted or discouraged moral and sporting behavior in SE and the degree to which her students engaged in moral and sporting behavior. *Fieldwork* was conducted during which Lindsey was observed teaching the SE seasons and copious notes taken which described pedagogical events and interactions likely to promote or negate the development of moral and sporting behavior. *Informal interviews* were conducted with the Lindsey and her students at every opportunity during fieldwork. Notes on these interviews were made as soon after their completion as was possible. *Formal interviews* were conducted with Lindsey at the beginning and conclusion of her internship. These interviews were audio recorded and transcribed verbatim. The first formal interview (Appendix B) focused on collecting demographic data and data explaining Lindsey's orientation toward teaching and coaching. In addition, Lindsey was asked about her perspectives on moral behavior in general, and sporting behavior and fair play in particular. During the second formal interview (Appendix C), Lindsey was asked to reflect on her ability to promote moral and sporting behavior within the SE seasons she recently finished teaching. Lindsey also completed one *stimulated recall interview* during which she was filmed while she taught and later interviewed about the thought processes that led to specific actions during periodic pauses. These interviews were audiotaped and transcribed verbatim. Lindsey also wrote *critical incident reports* and entries to a *reflective electronic journal* on a weekly basis and supplied her teaching portfolio for *document analysis*. Finally, five *focus group interviews* (Appendix D) were completed, during which two to four students were asked about their

perceptions of moral and sporting behavior and fair play and their views on their development of these behaviors during SE and asked to react to fictional sporting scenarios in which participants have the choice of behaving in a moral or immoral manner. Again, these interviews were audio-recorded and transcribed verbatim.

Data Analysis

The first phase of analysis involved identifying data which indicated the extent to which moral and sporting behaviors were employed by students during the two SE seasons. The second phase involved identifying data which revealed the extent to which Lindsey employed pedagogies that promoted or negated moral and sporting behavior. During the third phase, analytic induction and constant comparison (Goetz & LeCompte, 1984) were used to code and categorize these two data sets. Coded and categorized data were then collapsed or expanded to meaningful themes. Trustworthiness and credibility were established by member checking, the search for discrepant and negative cases, and triangulation of findings (Goetz & LeCompte, 1984).

Results and Discussion

Data collected throughout the study indicated that the students had a limited idea of what constituted moral and sporting behavior and often engaged in activities that were counter to the explanations and descriptions that they provided for these constructs. Moreover, much of Lindsey's pedagogy served to promote and reinforce the students' concepts of moral and sporting behavior and their lack of moral and sporting behavior within the unit. These findings were revealed within three themes: *students' limited understanding of moral and sporting behavior, students' unsporting behavior, and Lindsey's unintentional support of students' (mis)conceptions and actions*

Students' Limited Understanding of Moral and Sporting Behavior

From the outset, it was clear that the majority of students in both classes had a limited and superficial concept of moral and sporting behavior which, at times, bordered on misconception. When asked to define these two constructs within physical education and sporting contexts, the students did not distinguish between them and their focus was mostly on the need to avoid engaging in unsporting behavior such as not “hurting someone on purpose,” “arguing with friends,” “screaming at teammates if something isn’t going right,” and “not trying to trick people:”

In order to try and keep good sportsmanship and fair play there shouldn’t be any arguing so it doesn’t escalate and get out of control. We aren’t allowed to have any contact during games either cos at times when we have had contact we have gotten mad at each other it has sometimes just gotten out of control. (Anna, eighth grade focus group interview)

For me, it has to do with how you react in a game, like you need to keep your composure, if someone shoves you during a game, you shouldn’t shove them back, like try to just let it go and move on. (Alex, sixth grade focus group interview)

In addition, there was a heavy focus on “officiating” and “rules.” Specifically, many of the students were quick to explain that “good sportsmanship” involved not “making bad calls” or not being “biased to one particular team, even if say you have friends on a particular team” when officiating. Others emphasized not “breaking rules” or not “arguing with the refs” when playing games:

Good sportsmanship has to do with making sure the refs call it both ways, like a lot of times the refs might have friends on one particular team so they may favor that team and not always call it or call fouls more against the other team, that isn’t right. (Kelsie, eighth grade focus group interview)

The main reason for not engaging in such behaviors, the students explained, was to avoid “losing the fair play points” that could be awarded by the officials to each team after a

competitive game or being asked “to sit out” of game play altogether by Lindsey. In short, there was apparently little internal drive to avoid these unsporting behaviors.

Moreover, and contrary to Siedentop’s (1994) concepts of sporting enthusiasm and literacy, many of the students, especially those that were less skilled, were of the opinion that being sporting involved not trying “too hard” within game play. These students were critical of “competitive” peers who participated in “more [organized] sports” outside of physical education, played “to win,” and were “overly aggressive,” but apparently engaged in these behaviors within the rules:

I would definitely say that those girls that do play more sports tend to be more competitive during class and in games, and at times are overly aggressive. I think it has to do with the fact that they may really just want to win. (Ashley, eighth grade focus group interview)

Furthermore, if a player did officiate poorly, or play too “competitively” or “aggressively” (within the rules), or if a player did not follow the rules, the suggestion was that this course of action would “set someone off” and produce an understandable and implicitly acceptable fierce response from others in the form of verbal or physical aggression.

The most meaningful aspect in today’s lesson was with my sixth grade class, the officials struggled with making the appropriate calls, which led to a lot of arguing and poor sportsmanship by students. I need to really get students to be able to better control themselves; if a bad call is made by an official, they don’t need to jump down the official’s throats and yell at them. (Lindsey, critical incident report)

Another illustration of the students’ limited understanding of sporting behavior came from the responses many of them gave to the sporting dilemmas they were asked to comment on within the focus group interviews. These answers generally revealed that the students were prepared to cheat and break the rules if it helped their teams win.

I would try to aggressively block the shot or foul them in the basketball game if it meant we could potentially win the game. I mean I feel like our team would be excited to have

made it to the championship game, but I like to win, so if we could win the championship game that would be awesome. (Alicia, sixth grade focus group interview)

Like I play a lot of basketball, so I personally would try to foul them on the lay-up. . . . If it's a big game like that I would want to win; I'm a competitive person. (Shannon, eighth grade focus group interview)

Finally, there were still some instances of students defining moral and sporting behavior in terms of engaging in positive behaviors. These students tended to focus almost exclusively on "respecting" officials, opponents, and teammates and being supportive of "equality" in terms of ensuring all students got "playing time" within the unit.

There's some people, like myself, who aren't as skilled as others and if they like made a basket or made a really good pass, everyone would cheer them on like even if they weren't on my team I'd still like cheer them on cos I knew that it would like just make their confidence go up. It felt good when people would do that to me as well cos like I'm not very good at basketball, but I still tried. (Erika, eighth grade focus group interview)

Students' Unsporting Behavior

Contrary to their own definition of moral and sporting behavior, the students in both classes were observed engaging in numerous unsporting acts throughout the season. In direct opposition to this definition, these acts included arguing with teammates, opponents, and officials.

Acting as an official, Stacy, who is closest to where the ball is being dribbled, makes a call yelling, "Traveling." Tamara, who is on the opposite side of the court, yells, "That's not traveling, keep playing." Jessica, who has the ball, continues dribbling. Stacy begins arguing with Tamara shouting, "That was traveling Tamara! It's not even your call." (Field notes, sixth grade season, lesson 6)

They also included biased and deliberately poor officiating.

The Bandits and Warriors are playing against each other. Leah, a Bandit, has the ball and begins to dribble towards the basket. Ashley, a Warrior, is sitting on the stage watching the game and begins shouting, "Double dribble, double dribble! You missed the call." Jackie, who is officiating the game, looks at Ashley and shakes her head in disagreement. (Field notes, eighth grade season, lesson 8)

In addition, students were observed cheating during game play and breaking the rules purposefully.

During the lesson, I was seeing that the refs weren't making a lot of calls. . . . Like some of the girls were traveling or double dribbling and it wasn't being called at all. And I know some of the more athletic girls who would do it knew exactly what they were doing, but weren't calling themselves out on it. I know the games were tight during the lesson, so the aspect of wanting to win could have played a role in letting it go. (Lindsey, stimulated recall interview)

Within both classes, girls who identified as being "athletes" appeared more likely to engage in poor sporting behavior, their motivation being to "win at all costs." This group often acted counter to the stated "equality" objective by dominating game playing time on court, taking all the prime roles, ignoring their less-skilled teammates, and only passing to players of similar ability:

I've witnessed, like on other teams, there's these two specific people who will only pass the ball to each other and shoot, but they won't pass it to other teammates. . . . I think it's because they're really good friends and they're really athletic, but they don't give the other people a chance. (Samantha, sixth grade focus group interview)

In addition, some of these "athletes" were observed taunting each other when on opposing teams and taunting girls of lower ability both among the opposition and within their own teams.

A game is going on between the Liberty and the Americans. Teresa, who is playing for the Americans, is on defense and guarding Sarah. Both students are very athletic. As Sarah is dribbling, Teresa, begins shouting, "Break my ankles, break my ankles," indicating that she wants Sarah to try and get past her. (Field notes, eighth grade season, lesson 8)

An extremely athletic girl, Ayesha, has scored three baskets for her team. After each basket she has pumped her fists against her chest and screamed, "You can't guard me!" At one point she actually "got into the face" of one of the opposing team members. (Field notes, eighth grade season, lesson 11)

Finally, girls of all abilities were observed "playing" Lindsey's "fair play system" in order to get points during the regular season that would help them realize their goal of making

the play-offs. That is, they went through the motions of complying with the system without really doing so.

At the start of the game, Justine, who is standing near center court and playing for the Jaguars, begins shaking hands with players on the other team (Lynx). This is a requirement for being awarded fair play points. As soon as she has shaken hands with the Lynx players she immediately yells, “Hey, scorekeepers and officials! See we are shaking hands.” Her goal is to make sure she gets the fair play points. (Field notes, eighth grade season, lesson 10)

In contrast, to this mostly negative depiction of what occurred in the two seasons, there were some isolated incidents in which students in both the sixth grade and eighth grade classes were observed engaging in positive moral and sporting behaviors without being driven by external forces or ulterior motives. Moreover, girls that engaged in these behaviors were both high- and low-skilled. Positive behaviors of this kind included congratulating fellow classmates and taking time to help and support teammates who were struggling.

Lisa, a more athletic girl, is showing her teammate Anaka key aspects of shooting. She states, “When you shoot your elbow is out, try to keep it in towards your chest, this will give you more power when you shoot at the basket.” Anaka takes a couple of shots after receiving the feedback from Lisa. Lisa responds to Anaka’s shots by saying, “There you go! That looks better, now in the game try to do that.” (Field notes, sixth grade season, lesson 5)

When we’re, like, playing if you knew someone on your team or the other team wasn’t as good we’d give them a little more room on defense and allow them more room to make a pass or take a shot. You didn’t need to make it obvious, but you would like play defense lightly on them. You wanted to see them have success, too. (Katie, eighth grade focus group interview)

Lindsey’s Unintentional Support of Students’ (Mis)conceptions and Actions

Much of Lindsey’s teaching served to support and promote the students’ (mis)conceptions of moral and sporting behavior and their relatively heavy engagement in unsporting activity. Crucially, Lindsey’s conception of these two constructs was similar to those

of her students. Specifically, she also defined a sporting player as one who avoided engaging in unsporting behaviors as opposed to one who engaged in sporting behaviors.

Someone who demonstrates good sporting behavior is someone who follows the rules, doesn't argue with the officials or complain about a call if it goes against them or their team and they don't agree with it. Making sure that the game stays fair, so for example when you're playing basketball make sure that you know that your officials are not for one team or another, just make sure everything stays on track. (Lindsey, formal interview 1)

Consequently, when Lindsey did talk to her pupils about behaving in a sporting manner she focused primarily on exhorting them not to engage in unsporting behaviors.

My focus at the end of the lesson when I was talking with students was primarily on how they did with regards to their sportsmanship and fair play. . . . I specifically talked to them about arguing with officials about calls. I told them that they weren't being respectful when they argued with the calls of the officials and that they would not earn their team any fair play points if they did this. (Lindsey, stimulated recall interview)

In addition, Lindsey's views on "being overly competitive in physical education" mirrored and reinforced the views of her students. Like her charges, Lindsey suggested that it was unsporting to try too hard to win even if it was in the rules:

You know some of the girls play basketball and some do not and the girls that do, they know the dos and don'ts of basketball. So they're going up and blocking out. They're going up for a rebound, putting their bootys on someone. . . . You know, it's really more with the girls that do play that I have issues with because they are so competitive. (Lindsey, formal interview 2)

A second key issue that prevented Lindsey from helping her students make real progress in terms of developing their moral and sporting behavior was her reading and delivery of SE. In congruence with previous research (Curtner-Smith et al., 2008; Stran & Curtner-Smith, 2009), Lindsey's moderate coaching orientation meant that she interpreted the model in a conservative fashion. For this reason, she found it hard to "let go" and employ the indirect teaching styles that would have allowed her students to explore their behaviors, in terms of morals and ethics, in more depth. While she was true to the framework of SE, her teaching style was almost

exclusively direct. This was limiting in that it curtailed students' opportunities to engage in activities in which they would potentially have to make decisions related to moral and sporting behavior:

A full court game of 3 vs. 3 is being played. Kia and Alicia are the referees. . . . Lindsey, standing at center court, takes over. She blows her whistle and yells, "Travel." Ashley, playing grabs the ball and passes it to Maggie, who begins dribbling the ball up the court. Lindsey, again, taking over the referring duties, blows her whistle and shouts, "Double dribble." She then looks down at her watch and yells, "One minute 'til half-time." (Field notes, sixth grade season, lesson 6)

Furthermore, Lindsey's direct teaching style also led to her relatively superficial treatment of the morals and ethics surrounding sport. For example, in the episode described during the following field note extract Lindsey emphasized the need for the students to "shake hands" at the end of a game without explaining what this ritual symbolized and the emotion that went with it:

At the end of class, Lindsey gathers the students in and begins talking to them about fair play points and what officials should look for: "If you are an official you need to observe two things for fair play points—did they (i.e., players) shake hands and did they argue with the refs. That's it. Do you understand?" The students nod their heads in agreement. (Field notes, sixth grade season, lesson 5)

As the season progressed, Lindsey also became less interested in intervening when students engaged in genuine unsporting behaviors such as taunting or arguing with officials. Rather, she "would let things like that go, if [she] felt it wasn't causing a big problem." This lack of action appeared to have had the effect of reinforcing these behaviors.

The girls are playing half-court games. The Suns are playing the Americans. Leslie (a Sun) is low skilled. On multiple occasions, she either travels or double-dribbles. Every time this occurs, her own teammates and her opponents begin laughing. . . . Leslie gets the ball and shoots, but completely misses the basket; Aliyah and Erin, who are acting as scorekeepers, begin laughing and mock Leslie's shot. Lindsey is laughing as well. (Field notes, eighth grade season, lesson 12)

Finally, as the season came to an end, Lindsey realized that the students' understanding and exhibition of sporting behavior was limited and superficial, and noted that she had tried to

change this state of affairs in the last few lessons, and had some ideas about how she could have been more effective in this respect:

Sometimes for sure . . . they don't really care how their opponent might feel and I do wish it was more than, "Oh, they're getting points for this" [i.e., playing fairly]. At times I almost felt that the students were going through the motions in order to get the fair play points. Towards the end, I really tried to stress the aspect of fair play. (Lindsey, formal interview 2)

One of the things that Samantha [i.e., the cooperating teacher] does [in SE] that I didn't do is have an equity officer. I wished I would have done that because. . . if the girls didn't like a rule they could have changed it. If students weren't playing fairly, the equity officers could have dealt with it. . . I wish I would have had that because it could have been like your peers are the ones discussing the issues. (Lindsey, formal interview 2)

Summary and Conclusions

In congruence with some of the past research (Brock & Hastie, 2007; Sinelnikov & Hastie, 2008; Vidoni & Ward, 2009), the main conclusion to be drawn from this study is that the middle school girls who experienced the two SE seasons did not develop their conceptions of moral and sporting behavior. Many of the girls began their SE season at Kohlberg's (1976) preconventional level of moral development. They believed that players who participated in a sporting manner were those who avoided engaging in unsporting behaviors, but would only follow this course of action if forced to by Lindsey's rules and fair play system. Some of the students undoubtedly began their season at Kohlberg's (1976) conventional level of moral development. They were heavily influenced by the views and attitudes of their peers regardless of whether these were morally wrong or right.

Lindsey did little to change the core cognitive structures that guided the students' views and behaviors. Specifically, she did not provide new views and ideas about sporting and moral behavior which the students may have assimilated and accommodated. Rather, she reinforced their existing views of these constructs.

While SE offers many opportunities for teachers to promote and develop sporting and moral behavior, the study's results indicate that this is not automatic. Moreover, they also indicate that using the model can have a negative impact.

Lindsey struggled to influence her students because she had been socialized into thinking the same way about sporting and moral behavior as they did. In addition, she was a novice teacher and her moderate coaching orientation led to her delivering a conservative version of SE. Future research investigating the effectiveness of more experienced teachers who are clearly at Kohlberg's (1976) postconventional level of moral development in a sporting context would be useful as would studies of preservice teachers intent on delivering a relatively liberal version of SE.

If the results of the current study were to transfer to other preservice teachers, as we suspect they do, they suggest that PETE faculty would do well to spend time developing their charges' conceptions of sporting behavior. Having carried out this foundational work, PETE faculty could then focus on helping preservice teachers acquire pedagogies specifically aimed at realizing the same goal with students within SE. Studies on the effectiveness of such interventions would be helpful.

Finally, we did not ask the students directly about the influences on their current and limited thinking regarding sporting behavior. We theorize, however, that the key socializing agents were their peers, the culture of youth and school sport, and views and values promoted by physical education teachers, coaches, their parents, and the media. Future research aimed at confirming or refuting this theory could lead to the development of more robust interventions that teachers could employ within SE seasons.

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CHAPTER II

MORAL DEVELOPMENT AND SPORTING BEHAVIOR IN SPORT EDUCATION: A CASE STUDY OF A PRESERVICE TEACHER WITH A TEACHING ORIENTATION

ABSTRACT

The occupational socialization literature suggests that teaching oriented teachers are more likely to deliver sport education (SE) in its purest form and so provide conditions in which fair play and sporting behavior can be developed. The purpose of this study was to determine the extent to which Derrick, a teaching oriented preservice teacher, promoted moral and sporting behavior while teaching 38 middle school boys within two SE seasons on team handball. The theoretical perspectives employed were structural development theory and social learning theory. Data were collected with eight qualitative methods and analyzed using standard interpretive techniques. Many of the students gained a more sophisticated understanding of fair play and sporting behavior during the study. There were numerous occasions when students were observed playing fairly and acting in a sporting manner. Derrick's teaching orientation, his own concept of sporting behavior and fair play, his delivery of a pure version of SE, and his pedagogy had much to do with these positive outcomes. More negatively, many of the more skilled students' willingness to engage in fair play and sporting behavior was context specific. As game play became more competitive, some of these more skilled students engaged in more unsporting behaviors. Conversely, many of the less skilled students maintained a universal concept of sporting behavior and fair play when the competition became more fierce.

Introduction

The development of moral and sporting behavior and playing fairly are key overarching objectives of the sport education (SE) curriculum model (Siedentop, Hastie, & van der Mars, 2011). In addition, two of the specific goals of the model are to develop *enthusiastic* and *literate* sportspeople (Siedentop, 1994). Literacy, in this context, involves students being able to comprehend what is good and bad sporting behavior and understanding and valuing the traditions of sport including its rules and rituals. Enthusiasm involves students learning to preserve and protect the good in sporting culture (Siedentop et al., 2011).

The limited amount of research previously conducted in this area has indicated, however, that those using the SE model have had mixed results in terms of realizing these objectives and goals. Holding students accountable for playing fairly within competitive phases of an SE season, for example, yielded positive results (Hastie & Sharpe, 1999). Moreover, there are some data to suggest that students use of destructive behaviors decreases over an SE season (Vidoni & Ward, 2009) and that students recognize that fair play includes supporting fellow players and officials and providing equal amounts of game time for all players (Brock & Hastie, 2007). In contrast, other data indicate that students struggle to define fair play during SE (Sinelnikov & Hastie, 2008) and that as a season progresses and becomes more competitive, students are less keen to support elements of fair play (Brock & Hastie, 2007) and do not increase their use of constructive behaviors (Vidoni & Ward, 2009).

Critical analysis of the SE model provides a possible explanation for these mixed results. Several scholars, for example, have pointed out that the version of SE normally delivered in schools is conservative in nature and so reflects, includes, and passes on all that is bad about institutionalized sport including poor moral and sporting behavior (Kirk & Macdonald, 1998;

Parker & Curtner-Smith, 2012; Penney, Clarke, & Kinchin, 2002). In contrast, those teachers who deliver a version of SE in tune with the spirit of the Siedentop et al. (2011) text are more likely to have a positive influence on their charges (Chen & Curtner-Smith, 2013; Harvey, Kirk & O'Donovan, 2014) including the development of their moral and sporting behavior.

Work within more traditional physical education (PE) curricula (Figley, 1984; Shields & Bredemeier, 1995) also suggests that the purest form of SE would be a good medium through which to promote moral and sporting behavior. Teachers working within traditional curricula have had some success in nurturing this kind of behavior through modeling, praise (Giebink & McKenzie, 1985), discussion (Giebink & McKenzie, 1985; Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007; Romance, Weiss, & Bockoven, 1986; Wandzilak, Carroll, & Ansorge, 1988), the use of a points/reward system (Giebink & McKenzie, 1985), and fostering a task-involving climate (Mouratidou, Goutza, & Chatzopoulos 2007). These teachers have employed indirect teaching styles which give students the opportunity to make decisions about their own learning, solve problems, make choices, and take part in cooperative activities (Gibbons, Ebbeck, & Weiss, 1995; Hassandra et al., 2007; Mouratidou et al., 2007; Romance et al., 1986). They have also asked students to face and respond to moral dilemmas (Gibbons, & Ebbeck, 1997; Gibbons et al., 1995 Romance et al., 1986; Wandzilak et al., 1988). The “curricular scaffolding” of SE (Ennis, 1999) , it could be argued, provides teachers with more options and opportunities to provide this nurturing environment, employ indirect teaching styles, and construct moral dilemmas for their charges to tackle.

The occupational socialization literature suggests that “teaching oriented” teachers more interested in curricular PE than extracurricular sport (Curtner-Smith, Hastie, & Kinchin, 2008; Lawson, 1983a, 1983b) are more likely to deliver SE in its purest form and so, if our thesis is

correct, provide conditions in which moral and sporting behavior can be developed. The purpose of the this study, therefore, was to test this thesis and determine the extent to which one teaching oriented teacher promoted moral and sporting behavior while teaching within the SE curriculum model. The specific questions we attempted to answer were (a) To what degree did the students taught by the teacher play fairly, and display moral and sporting behavior? and (b) To what extent did the teacher employ pedagogies that promoted fair play and moral and sporting behavior?

Theoretical Framework

In congruence with past research of moral development in PE (e.g., Hassandra et al., 2007; Mouratidou et al., 2007), the two theoretical perspectives that guided data collection and analysis during this study were *structural development theory* (Kohlberg, 1976; Piaget, 1965) and *social learning theory* (Bandura, 1977).

Structural development theory argues that to develop morally, individuals must first develop cognitively (Mouratidou et al., 2007). Specifically, one must form an organized core cognitive structure of values and beliefs against which new social contexts and situations are evaluated and through which they are filtered (Shields & Bredemeier, 1995). In addition, this core cognitive structure is modified, shaped and developed when individuals *accommodate* values and beliefs that they encounter which are very different from their own and *assimilate* views and thoughts that are similar to their own through a process of *equilibration* (Shields & Bredemeier, 1995).

If an individual's core cognitive structure becomes more sophisticated it allows him/her to pass through three levels of moral development identified by Kohlberg (1976). At the first of these, the *preconventional* level, an individual is incapable of understanding moral and ethical

norms and follows societal or group rules through fear of punishment (Shields & Bredemeier, 1995). An example of behavior at this level of development in SE would be a student who decides not to foul an opponent who is certain to score in a game of soccer because he is worried about the chances of receiving a red card. Individuals who progress to the *conventional* level of moral development comprehend societal or group values and beliefs and behave accordingly. They do not, however, have the capacity to question the morality of these values and beliefs (Shields & Bredemeier, 1995). An example of behavior at this level of development within an SE season would be a student arguing and attempting to intimidate an official because this is also how his teammates behave. Individuals who get to the *postconventional* level of moral development have a superior comprehension of what is morally good and bad and so are able to examine societal values and beliefs critically and may not follow cultural norms if they believe them to be immoral. Within SE, an example of behavior at this level of development would be a student who refuses to employ “trash talking” as a tactic when it is a common practice among her teammates.

The central concept of social learning theory is that significant persons and institutions within the culture and environment in which individuals exist have a considerable impact on their values, beliefs, and consequent behavior (Shields & Bredemeier, 1995). By espousing and modeling specific values (Hassandra et al., 2007; Rushton, 1982), these individuals and institutions shape the views of children and youth as to what is morally wrong or right (Rest, Bebeau, Narvaez, & Thoma, 1999). Individuals with high status (e.g., coach, teacher, gang leader) and of a similar background (e.g., gender, race, and class) have more influence on children and youth than those with low status and differing backgrounds (Shields & Bredemeier, 1995).

Method

Participants

The primary participant in this study was Derrick, a purposefully selected teaching oriented preservice teacher (PT) who was enrolled in a PE teacher education (PETE) program within a large public university situated in the southeastern United States. Thirty-eight middle school boys taught by Derrick within SE seasons during his culminating internship also participated in the study. Derrick and his students and the students' parents signed consent and assent forms in line with the requirements of the university's policy on human participants in research.

Derrick was a 22-year old Caucasian male identified by his PETE faculty as possessing a strong teaching orientation and showing much promise. In line with other teaching oriented PE teachers (Curtner-Smith et al., 2008), he had played relatively little organized youth and school sport at a modest level. Moreover, his motivation for entering PETE was his elementary PE teacher, Ms. Curtis, who "had a passion for teaching and cared about her profession" and "wasn't someone who would roll out the ball." Further, she "was really good [because] she taught . . . a lot of different things . . . was very well organized, and did skill stuff." Consequently, Derrick was not interested in "coaching right away." Rather, he wanted to focus on "learning how to teach."

Derek's Training for and Experience of SE

Before the study commenced, Derrick completed three semesters of coursework aimed at training him to use the SE model. During the first semester, he watched SE being taught on film, read the Siedentop et al. (2011) text, was lectured about and engaged in discussion of the model, and taught a 13-lesson soccer season of SE to middle school students. During the second

semester, Derrick delivered three more mini-seasons of SE to middle school students on volleyball, tennis, and rugby. Within the third semester, he taught one full-length season of SE on batting-fielding games to students in the upper elementary grades.

Setting

Data were collected during Derrick's 7-week secondary teaching internship at a local middle school. During this experience, he was supervised by a cooperating teacher and a university supervisor. For the purposes of the study he was observed teaching two 20-lesson seasons of team handball. The first of these SE seasons was taught to a class of 20 7th grade boys (aged 12 to 13 years). This class consisted of 14 African Americans, 5 Caucasians, and 1 Hispanic. The second season was taught to a class of 18 eighth grade boys (aged 13 to 14 years). This class included nine African Americans, seven Caucasians, one Hispanic, and one Asian. Lesson length was 45 minutes. Both seasons consisted of three organizational lessons, five lessons of pre-season practices and games, eight lessons of regular season play, three lessons of post-season play-offs leading to the championship game, and awards ceremony. The roles that Derrick asked the boys to perform during the two seasons, other than player, included coach, captain, warm-up leader, official, and scorekeeper.

Data Collection

Data were collected with eight qualitative techniques in order to ascertain the extent to which Derrick's delivery of SE promoted moral and sporting behavior within his students. These techniques included four types of interviewing. Derrick was *formally interviewed* prior to and immediately following the completion of the internship. Pertinent demographic information and data indicating the degree to which he was teaching oriented were collected during the first formal interview. Moreover, Derrick was asked about his views on fair play and moral and

sporting behavior (Appendix E). Questions posed in the second formal interview were designed to elicit reflections about his ability to promote fair play and moral and sporting behavior during his respective SE seasons (Appendix F). Derrick also engaged in one *stimulated recall interview* which involved him observing film of his SE seasons and being asked to comment on specific actions he took. Groups of two to four students were asked to participate in *focus group interviews* during which they were asked about their views on fair play, and moral and sporting behavior, how they believed their SE unit may have contributed to their moral and sporting development, and to react to fictional sporting dilemmas (Appendix G). Formal, stimulated recall, and focus group interviews were recorded verbatim and transcribed. Whenever the opportunity presented itself, Derrick was also *informally interviewed*. The contents of these interviews were recorded as soon after they occurred as possible.

Non-participant observation involved watching Derrick teaching his SE seasons and taking copious notes focused on pedagogies related to fair play and moral and sporting behavior. Derrick was also asked to supply his season plans, lesson plans, and evaluations at the conclusion of his SE units for *document analysis*. Derrick was asked to make entries into an *electronic journal* and to complete *critical incident reports* on a weekly basis.

Data Analysis

During stage 1 of the analysis process, data which indicated the extent to which Derrick promoted fair play and moral and sporting behavior were identified as were data revealing the degree to which students in his SE seasons played fairly, and displayed moral and sporting behavior. Analytic induction and constant comparison (Goetz & LeCompte, 1984) were employed in stage 2 to code, categorize, and sort these two data sets into meaningful themes.

Methods used to establish trustworthiness and credibility of the data included member checking, searching for negative cases, and triangulation (Goetz & LeCompte, 1984).

Results and Discussion

Student Perceptions and Behaviors

Three themes emerged from the analysis of the data set related to the study's first research question. These were *student conceptions of fair play and sporting behavior, context specific versus universal fair play and sporting behavior, and improvement in understanding/decline in action.*

Student conceptions of fair play and sporting behavior. Throughout the course of the study, the students saw fair play and sporting behavior as being synonymous. They defined both constructs by providing real world examples. These included avoiding unsporting behaviors (e.g., cheating; purposefully fouling; and arguing with teammates, the opposition, and officials) and engaging in sporting behaviors (e.g., being scrupulously fair and honest when officiating, respecting the opposition, enjoying the camaraderie created by the team environment, and making sure all teammates participated in game play for equal amounts of time). These definitions were similar to those expressed by students in past research (Brock & Hastie, 2007):

If you're the refs, you need to be honest. We have had that problem in the past where the refs would cheat or make calls to benefit the teams their friends were on. You also can't be too aggressive, like fouling all the time. (Alex, focus group interview)

Not knocking the ball out of someone's hands during a game. You know play defense but don't get all up on them. Give them some space and stuff. Play good defense, play good offense, try not to foul much. (Jason, focus group interview)

I think fair play is not arguing, getting along with your teammates, having a fair game, no fouling, and having a fun time. Just playing how you would play with your family. Team work. Also play well with the other team and both teams being able to play together. . . . All of us are friends here. We don't need to get mad at each other. (Reggie, focus group interview)

Context specific versus universal fair play and sporting behavior. More negatively, the more physically able students viewed sport in PE as “different” from the organized youth and school sport in which they participated. Many of this group noted that they were willing to participate in a sporting manner within PE, but that they would not transfer this attitude and these actions to “sport outside of PE.”

See in competitive sport, fair play, I honestly don't do any of that. . . . On the court when I'm playing basketball, I'm in other people's ears talking a lot of trash. I know last year I was playing in a league at the YMCA. I was standing at the free throw line, talking to the free throw shooter, and talking trash. I'd talk smack during the game, I'd push people, hold on to their jerseys to make them mad. (Jason, focus group interview)

That's the same with all competitive sports, the other teams don't show any sportsmanship and we don't either. In school, like in PE class, I think this whole unit is to really teach you sportsmanship. . . . But I think outside of school it's about winning. (Emanuel, focus group interview)

Conversely, many of the students with less skill and little or no experience of organized youth and school sport did not share this view. For them, behaving in a sporting manner was a universal concept.

Without fair play and sportsmanship, the game's not really the game. It's just people arguing. . . . The game would just be another reason to argue, and without fair play it wouldn't be any fun. It would just be crazy (Jack, focus group interview).

I think sportsmanship and fair play are more important than winning because. . . . if we just want to win the whole time it can get boring. But if people show good sportsmanship and fair play people will like it more. Like when I played my game against Aaron's team we had a good game, but we lost by like one point and we liked it. (Reggie, focus group interview)

These contrasting attitudes displayed by more and less able boys were also often reflected in responses to the moral dilemmas with which they were presented in the focus group sessions. For example, when asked if they would deliberately foul an opposing player about to score a winning lay-up, a typical response by more skilled boys was supplied by Emanuel:

For me it depends. Like if it's at school, I'd probably just let him make the lay-up, cos it's just school [i.e., PE]. But if it's out of school, I'd foul him or trip him up cos I want to win the game. (Emanuel, focus group interview)

In contrast, a typical response by lower skilled boys was given by Aaron:

I wouldn't try and foul. I'd do my best to delay him, but I wouldn't foul because if I was going foul it would go against everything I just said about fair play. It's no fun if you don't play fairly. (Aaron, focus group interview)

In addition, the response given to the lay-up dilemma by Payton, a more skilled boy, indicated that some of the more athletic group of boys had at least modified their perspective on how they would behave in organized sport during the SE season.

I kind of want to say that I would just let them shoot it, in case they missed. I guess with my moral code, I would let them go. . . . It would depend on the environment. In this kind of environment [i.e., PE] you would be learning from it and be able to go forth, but if it was like the state championship, you would probably want to be competitive and go for the aggressive block. (Payton, focus group interview)

Improvement in understanding/decline in action. At the beginning of the seasons, students were more likely to define sporting behavior and fair play in terms of avoiding unsporting actions. Conversely, by the conclusion of the season they were more likely to strike a balance between avoiding unsporting behaviors and engaging in sporting behaviors, signaling a growing sophistication in their understanding of the two constructs. Moreover, instances of unsporting behavior, such as that portrayed in the following field note extracts, declined from the beginning of the season to the end of the regular season:

Standing in the gym, waiting for the seventh grade students to come out of the locker room, I overhear Malik and Andrew talking to each other as they walk out into the gym, Malik states "Man, my team sucks, we don't have any athletes." At which point Andrew nods his head in agreement, stating "Yeah, I wouldn't want to be on your team." (Field notes, 7th grade season, lesson 5)

During a regular season game between the Jaguars and the Vipers, Ryan (a Viper), begins complaining to the official, stating, "Come on Simon, he took more than three steps, you have to call that." Ryan repeatedly tries to get Simon (official) to call the foul, but Simon ignores Ryan's request. Ryan then turns to Derrick (PT), stating, "Coach we need better

officials because they are terrible, they're missing so many calls!" (Field notes, eighth grade season, lesson 10)

During the same time period, exhibitions of sporting behavior increased:

Standing on the sideline during a regular season game between the Cardinals and the Coyotes, Jimmy, a substitute for the Coyotes, witnesses Nathan (the Cardinals' goalkeeper) make a diving save. Jimmy shouts, "Great stop Nathan, nothing is getting by you today." (Field notes, eighth grade season, lesson 9)

Watching a game between the Hawks and the Bulls, Justin (a Bull) takes a shot at goal. Jose (an official) indicates that it wasn't a goal, but Brandon (an official) indicates a score. Brandon and Jose come together, discuss the play, and end up making a joint decision that the goal was good. (Field notes, 7th grade season, lesson 15)

Once engaged in the play-offs, however, when every game was "important" in a sporting sense and the stakes were higher, many of the more physically able boys reverted to type and, in line with their views on participation in "real sport," began to engage in unsporting behaviors that they had previously jettisoned because they thought this course of action might help them win.

Jack makes a good defensive play during a team scrimmage, swatting the ball out of the air as Trevon tries to shoot at the goal. Trevon stares at Jack and says, "I wished that we would have been using a harder ball so that the ball would have jammed your finger." (Field notes, 7th grade season, lesson 17)

During a game between the Jaguars and Leprechauns, Jesse, (a Jaguar) begins yelling unconstructively and aggressively at Alex, a teammate of his who is the goalkeeper: "Alex, stop getting out of the goalie box! You're losing the game for us! You need to stop some shots!" (Field notes, eighth grade season, lesson 18)

Regardless of these trends in their actual use of unsporting and sporting behaviors, at the end of the season, the vast majority of boys were adamant that, in general, they had become a more sporting group:

I think it [i.e., sporting behavior and fair play] improved. I learned a lot more. We played team handball in fourth grade and it was wild. We argued a lot then. I also think in this unit, there are people who are aren't as good, but like we take that into account. . . . Our sportsmanship, I think, has been a lot better. I think it's very important to show the other team that they're not bad, especially if they are down. You know you can give them a pat

on the back and try and cheer them up because . . . you got the whole rest of the day and if you're upset you're going to be pouty. And then you're going to ruin other peoples' day. (Sam, focus group interview)

Derrick's Perceptions and Pedagogies

Two themes were identified from the analysis of the data set related to the study's second research question. These were *Derrick's conception of fair play and sporting behavior* and *implementing a pure form of SE*.

Derrick's conception of fair play and sporting behavior. Importantly, Derrick possessed a relatively sophisticated conception of fair play that was universal, like those of his lesser skilled students, and crossed the boundaries of different types and levels of sport. Also in congruence with his students, Derrick noted that playing in a fair and sporting manner involved avoiding the use of unsporting behaviors and engaging in those that were sporting.

I think sporting behavior and fair play have to do with being a good sport to your team, as well as others like opponents and referees, like helping an opponent up during a game and not ignoring them. Looking at the aspect of negative sporting behavior or fair play would be like arguing with a teammate, an opponent, or the officials. (Derrick, formal interview 1)

For Derrick, however, the former condition was a prerequisite for the latter and he was interested in moving his charges toward the realization that to be truly sporting, they needed to engage in positive behaviors.

I tried to always point out the good behavior students would show. Like, for example if a student was good about cheering on his teammates as well as his opponents, I would try to point that out during class to let him know, and the rest of the class know, that that was what I wanted to see. You know specifically if students were demonstrating poor sporting behavior . . . I would have them think about . . . how they could improve upon their behavior. . . . I would just talk to them one-on-one to let them know why the behavior was wrong and how they should correct it. (Derrick, formal interview 2)

Derrick was also quick to point out that in order to have an influence on his students it was important that he modeled positive sporting behavior.

I knew this group might be a handful, so I always try to be very conscious of what I say and do in class and even out of class. I always talk about being a good sport and treating others like you want to be treated, so I really try to also copy that behavior for the students by my own actions. (Derrick, stimulated recall interview)

Implementing a pure form of SE. Derrick did not “water down” or pick and choose elements of the SE model to employ as coaching oriented teachers have been shown to do (Curtner-Smith et al., 2008). Rather, he delivered a unit which included all the elements that Siedentop et al. (2011) suggested comprised a pure season of SE. This allowed him to take full advantage of the structure of SE in order to improve his students’ understanding of fair play and sporting behavior and their ability to behave in a fair and sporting manner.

Derrick’s early lessons were characterized by direct instruction as he laid a managerial and organizational foundation for the seasons to come. Once these were established, he shifted to a blend of direct and indirect teaching styles. For example, like the teachers described by other researchers (Giebink & McKenzie, 1985; Hassandra et al., 2007; Romance et al., 1986; Wandzilak et al., 1988), he frequently held discussions with his students at the end of lessons during which he would explore their sporting behavior (or lack of it) in the previous lesson:

Following the lesson, Derrick meets with his students and asks, “Looking at fair play and sportsmanship, how do you think y’all did today?” Jason raises his hand and responds, “Overall, I think it was pretty good coach. Although there might have been a few too many arguments with the officials, nothing like serious, but you know.” (Field notes, 7th grade season, lesson 13)

In addition, once students were engaged in practice or game play, Derrick was constantly prompting them toward engaging in less unsporting behavior and more sporting behavior.

At the end of the first set of 7th grade preseason games, Derrick has the class sit down in a half circle and begins talking to them: “I thought you all did a pretty good job today. One thing I want you to really focus on and improve on is your sportsmanship. I noticed many of you were arguing with the refs. We don’t need any of that! That’s not part of being a good sport, do you all get that?” The students nod their heads in agreement. (Field notes, 7th grade season, lesson 6)

Following the end of a game, Derrick calls Emanuel over to talk with him. Derrick says, "Emanuel I thought you played really hard during that first game, but you shoot every time you have the ball in your hand. Do you think that is being a good teammate?" Emanuel replies, "Mr. D, I just want to score the most goals that I can." Derrick responds, "I understand that, but you really need to try and get your teammates involved, be a team player." (Field notes, 7th grade season, lesson 12)

At the conclusion of their respective seasons, many of Derrick's students noted the positive effect of Derrick's prompts on them acknowledging that "the times when he [i.e., Derrick] talks about fair play and sportsmanship during class we tend to do better."

Another key to Derrick's success was that he gave those in leadership roles (i.e., coaches and captains) a lot of responsibility for their teammate's behavior.

The most meaningful aspect of class today was seeing my class run the preseason game without my help. I have been really stressing with my students that they need to take on a lot of the responsibility. (Derrick, critical incident report, lesson 6)

During the second game between the Tigers and Sharks, Marvin (a Shark) begins arguing with Dennard (a Tiger) about stepping over the goal-line while attempting a shot. Marvin shouts, "Dennard quit stepping over the line, you're cheating!" Michael, the Sharks coach, immediately goes over to Marvin and says, "Marvin, arguing with Dennard won't help us. You have to just move on. If the refs see it they will call it, but we don't need to lose fair play points dude." (Field notes, 7th grade season, lesson 19)

Moreover, following Hastie and Sharpe (1999), at the heart of Derrick's effort to improve his students' understanding and exhibition of sporting behavior was his "fair play system." This system involved the two officials of each game being able to award a maximum of 3 points for fair play and sporting behavior to each team. These points were added to those that teams acquired for winning (3 points) and drawing (2 points) games and so counted towards teams' league positions during the regular season. As illustrated by the following field note extract, the system appeared to have the intended effect.

The Wildcats and Huskies are engaged in a regular season game. Jack, one of the more athletic boys, steps out of the game. He tells Eric, his teammate, to "sub in" for him. Jack says, "I can't handle this! I need to take a break or I'm gonna lose it." I asked Jack what the problem is. He replies, "I thought the ref missed that traveling call on Lamar, and I

almost went up to him to say something, but I held up, cos I didn't want to lose my cool and cost our team fair play points." (Field notes, 7th grade season, lesson 12)

One feature of Derrick's teaching was his awareness of what was going on in his classes. He was quick to detect that "some of the more athletic students [had] become overly competitive" once the play-offs began and that, consequently, there was an increase in "poor sportsmanship and fair play" and some students were "overly aggressive." In an attempt to counter this state of affairs, Derrick "decided to double the [number of] fair play points" officials could award for fair play "so they counted for more than a win." As noted in the first sub-section of results, this strategy did not have the desired effect on many of the students. It did, however, have a positive influence on some of them.

I mean you have to demonstrate good sportsmanship and fair play if you seriously want to get to the championship game in order to get fair play points. You can't get to the championship game by simply winning. If you're a poor sport or you're arguing with the refs all the time you won't get there. You have to represent your team positively and be a good sport. (Wyatt, focus group interview)

A second strategy Derrick tried to counter the increase in unsporting behavior during the play-off phase of the season was to require "the coaches to assess the refs on how they did during games." Specifically, the coaches of each team engaged in a play-off game could award a maximum of 2 points to the teams who supplied the referees. The bases for this award were the standard of officiating and the degree to which the referees were perceived to be impartial. Again, while it was not a total success, both Derrick and his students thought that the strategy made an impact on some students.

During the late part of the season, I noticed some students really focusing on their fair play. The fact that fair play points counted for more during the playoffs really seemed to push students to demonstrate good fair play and sportsmanship. If students got angry, I really noticed their teammates like their coach trying to calm each other down. I think it's coming more from the students than me towards the end of the unit. (Derrick, formal interview 2)

Mr. D also started giving fair play points to the refs. Basically as a way to make sure they were focused on making the right calls and paying attention. The better they did the more points they got and I think it's really helped in getting them to pay attention and make the right calls. (Sam, focus group interview)

Summary and Conclusions

Data collected during the study indicated that many of the students gained a more sophisticated understanding of fair play and sporting behavior during the course of the two seasons. That is, their conception of these constructs shifted along the continuum encompassing the preconventional, conventional, and postconventional levels of moral development (Kohlberg, 1976). In addition, there were numerous occasions when students' actions matched their enhanced understanding and they were observed playing fairly and acting in a sporting manner.

Derrick's teaching orientation, his own concept of sporting behavior and fair play, his delivery of a pure version of SE, and his pedagogy had much to do with these shifts and positive outcomes. Collectively, they allowed him to present new ideas about sporting behavior and fair play which the students assimilated and accommodated.

More negatively, many of the more skilled students' willingness to engage in fair play and sporting behavior had boundaries and was context specific. These students noted that they were more inclined to act in a sporting fashion during PE than during "real" sport. Moreover, in line with past research (Brock & Hastie, 2007), as game play became more competitive in the SE seasons and began to resemble the organized sport to which they were more accustomed, some of these more skilled students regressed to behaving at the preconventional or conventional levels of moral development. That is, they engaged in more unsporting behaviors and were prepared to play outside the rules of the game in accordance with what they viewed as societal norms unless stopped by the officials for fear of sanction.

Conversely, many of the less skilled students maintained a universal concept of sporting behavior and fair play and so did not take the same backward step as their relatively skilled peers when the competition became more fierce. The different impact of Derrick's teaching on the more and less skilled boys, then, illustrates the powerful socializing force that organized youth and school sport has on students of this age.

The results of the study confirm that the SE model is an excellent medium through which to develop sporting behavior and fair play. They also suggest that PETE faculty training undergraduate preservice teachers or conducting professional development for inservice teachers would do well to stress that the best results are achieved when the pure form of the model is delivered as opposed to incorporating parts of the model within traditional multi-activity teaching. Moreover, the results of the study suggest that PETE faculty working with both preservice and inservice teachers require them to examine their own concepts of sporting behavior and fair play, warn them about the difficulty of channeling the behaviors of students who have an extensive background in organized youth and school sport, and attempt to provide them with specific strategies aimed at improving sporting behavior and fair play that are compatible with the SE model.

Future research detailing the extent to which the results of the current study transfer to other preservice and inservice teachers would be useful. Such work would be particularly helpful if it was carried out in different contexts and with different students in terms of gender and age.

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CHAPTER III

INFLUENCE OF A TRAINING PROGRAM ON A PRESERVICE TEACHERS' ABILITY TO PROMOTE MORAL AND SPORTING BEHAVIOR IN SPORT EDUCATION

ABSTRACT

Sport education (SE) has been touted as a model particularly conducive to realizing affective objectives. The purpose of the current study was to investigate the influence of an intervention program on one preservice teacher's ability to promote moral and sporting behavior in SE. The participants in the study were the teacher, Alex, and the 75 middle school students he taught within two 20-lesson SE handball seasons. The theories of structural development and social learning guided data collection and analysis. Data were collected with nine qualitative methods and reduced to themes by employing analytic induction and constant comparison. Many of the students in the study had been socialized into the norms of sporting participation that were mostly negative and believed that it was acceptable to behave in an unfair and unsporting manner. During the course of the two seasons, Alex managed to get many of them to question this thinking and to engage in positive sporting behaviors. That he did not change the thinking or behaviors of some highly skilled students and that the behaviors of other students of similar skill level regressed once the seasons became more competitive, illustrated how powerful the negative influences of the institution of organized youth and school sport can be.

Introduction

The affective goals of developing moral and sporting behavior are foregrounded in the Sport Education (SE) curriculum model (Siedentop, 1994; Siedentop, Hastie, & van der Mars, 2011). For example, Siedentop et al. (2011) suggested that such behavior could be facilitated by teachers striving to make sure that pupils participated fully and responsibly, gave their best effort, respected the feelings and rights of other players, were good sports, and were helpful. In addition, the model is intended to develop *literate* sportspeople who can recognize the difference between exemplary and poor sporting behavior and uphold the positive traditions of sport, and *enthusiastic* sportspeople who make every effort to preserve what is best in the culture of sport.

The small amount of research previously conducted in this area, however, has revealed that while some aspects of pupils' moral and sporting behavior are improved when taught within the SE model, others are not. Specifically, pupils participating in SE seasons have decreased their use of anti-social behavior (Vidoni & Ward, 2009), played fairly in competitions when held accountable for doing so (Hastie & Sharpe, 1999), and observed that part of "playing fairly" involves all pupils getting a decent amount of playing time and respecting other players and officials (Brock & Hastie, 2007). Conversely, pupils have also shown a reluctance to support the principle of fair play as the SE season progresses and competition is keener (Brock & Hastie, 2007) and not improved in terms of exhibiting more pro-social behaviors (Vidoni & Ward, 2009). Moreover, one study indicated that pupils failed to comprehend fair play at all (Sinelnikov & Hastie, 2008).

Furthermore, critical examination of SE has suggested that the way in which the model is delivered is crucial in determining whether it has a positive or negative impact on the development of pupils' moral and sporting behavior (Chen & Curtner-Smith, 2013; Harvey, Kirk

& O'Donovan, 2014; Kirk & Macdonald, 1998; Parker & Curtner-Smith, 2012; Penney, Clarke, & Kinchin, 2002). Specifically, delivering a more liberal form of SE, which reflects the spirit of the Siedentop et al. (2011) text, should lead to improvements in this kind of behavior. In contrast, delivering a conservative form of SE, which reflects the ills of modern institutionalized sport, is likely to lead to the promotion of immoral and poor sporting behavior.

In addition, other research suggests that teachers who are socialized in ways that lead them to focus on teaching curricular physical education (PE) to the best of their ability (i.e., have a “teaching orientation”) are more likely to deliver a liberal form of SE and hence promote moral and sporting behavior. Conversely, teachers who are socialized to focus on coaching extracurricular sports teams and give relatively little time and effort to developing their curricular PE (i.e., have a “coaching orientation”) are likely to deliver a conservative form of SE and hence promote immoral and unsporting behavior (Curtner-Smith, Hastie, & Kinchin, 2008; Lawson, 1983a, 1983b).

The various components that make up the structure of SE suggest that the model has an advantage over more traditional models of PE when it comes to realizing affective goals (Ennis, 1999) such as the development of moral and sporting behavior. The preceding discussion, however, highlights the fact that the model also has the potential to do more harm than good in this respect. For this reason, there is a need to develop intervention programs that specifically focus on how teachers can enhance moral and social development within SE. As far as we are aware, only one such program had been attempted and studied. Farias, Hastie, and Mesquita (2015) designed a program aimed at helping inservice teachers promote autonomy and cooperation among students with some success. The purpose of the current study was to build on

this earlier work and investigate the influence of an intervention program on one preservice teacher's ability to promote moral and sporting behavior in SE.

Theoretical Framework

The theories of *structural development* (Kohlberg, 1976; Piaget, 1965) and *social learning* (Bandura, 1977) guided data collection and analysis within this study. The former suggests that moral development is dependent on cognitive development (Mouratidou, Goutza, & Chatzopoulos 2007; Shields, LaVoi, Bredemeier, & Power, 2007). Each individual develops a structure of core perspectives and values which serves to filter new ideas and beliefs which they encounter. These new ideas and beliefs, in turn, modify the core structure through a process of *equilibration* (Shields & Bredemeier, 1995). Equilibration is achieved by *accommodating* what for an individual are relatively radical ideas and beliefs and *assimilating* those ideas and beliefs which are similar in nature to perspectives currently held (Shields & Bredemeier, 1995).

Moreover, if this cognitive structure becomes more developed and sophisticated it permits an individual to progress through three levels of moral development described by Kohlberg (1976). Individuals operating at the first or *preconventional* level cannot comprehend the moral norms of the group or culture to which they belong and instead act in accordance with the group's rules because they are frightened not to (Shields & Bredemeier, 1995). In SE, for example, a pupil may decide not to argue with an official over a decision that goes against her, only because she is concerned about being ejected from the game. While those who progress to operating at the second or *conventional* level can behave in congruence with group and cultural norms, they do not have the ability to inspect these norms for moral worth (Shields & Bredemeier, 1995). In SE, for instance, a pupil might ridicule opposition players because the rest of the players on his team engage in the same behavior. Individuals who move to the third or

postconventional level develop a sophisticated understanding of moral goodness and badness which enables them to critically analyze the norms of their culture and have the option of not acting in accordance with norms they find morally wrong (Shields & Bredemeier, 1995). In SE, for example, a pupil who refuses to "flop" in order to draw a foul in a game of basketball, when his coach and teammates urge him to do so, is displaying moral development at this level.

Social learning theory argues that a person's value system is shaped by significant institutions (e.g., schools, churches, politics, religion) and individuals (e.g., parents, teachers, friends). The closer these individuals' backgrounds are to a person (e.g., in terms of race, class, and gender) and the higher the status these individuals have (e.g., coach, older sibling, leader of the group), the more influence they exert on the person's beliefs and values (Shields & Bredemeier, 1995). Such shaping includes a sense of what is morally wrong and right (Rest, Narvez, Bebeau & Thoma, 1999) and is achieved by individuals modeling or espousing beliefs and viewpoints (Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007; Rushton, 1982).

Method

Participants

The primary participant in this study was Alex. He was purposefully selected because he possessed a moderate coaching orientation (Curtner-Smith et al., 2008) and so without intervention was likely to deliver a conservative version of SE which would have negated the development of moral and sporting behavior rather than encouraged it. The secondary participants in the study were the 75 middle school students Alex taught during his culminating student teaching internship. Alex, the students, and the parents of the students gave their consent and assent as required by the university's regulations on conducting research with human participants.

Alex's coaching orientation was originally fostered by active parents as he grew up in Long Island, NY. His mother had been a cheerleading coach and his father had played collegiate baseball. Not surprisingly, Alex was very active himself and played a multitude of organized youth and school sport culminating in a 2-year college football career which was cut short by injury. In addition, three of Alex's high school football coaches "who were also [his] PE teachers" and "role models" exerted a significant influence on him. Unfortunately, while they had run successful football programs, they had not placed the same emphasis on curricular PE and Alex noted that they "didn't teach . . . much back then, it was more of just playing games." Nevertheless, it was they who Alex wished to emulate when he first embarked on training to be a PE teacher himself.

Alex's Preparation to Teach SE

Alex took coursework designed to prepare him to teach SE in the three semesters prior to the study's commencement. This included lectures on the SE model, discussions of the model, observing film of the model in action, and reading the Siedentop et al. (2011) text. Alex also delivered four mini-units of SE at middle schools and one full SE season during an early field experience at an elementary school.

Setting

Data collection took place during Alex's 7-week internship at a local middle school that catered to children from a range of socioeconomic backgrounds. During this time, Alex was observed teaching two 18-lesson SE seasons on Ultimate Frisbee to two sixth grade classes (ages 11 to 13 years). The first class of 31 students included 15 girls and 16 boys. Ten of these children were African American, 16 were Caucasian, and 5 were multi-racial. The second class of 44 students comprised 21 girls and 23 boys. Nine of the children were African American, 30 were

Caucasian, 4 were multi-racial, and 1 was Asian. Alex was supervised by a university supervisor and cooperating teacher during the internship.

The two SE seasons that Alex taught were similar and included phases designated for organization (three lessons), pre-season practice and game play (four lessons), regular season game play (seven lessons), post-season play-offs leading to the championship game (three lessons), and an awards ceremony and celebrations of the season (one lesson). Roles the students were asked to take on included coach, warm-up leader, equipment manager, scorekeeper, and official.

Intervention Program

The intervention program was delivered by the author during a 2-day workshop prior to Alex beginning his internship and during multiple follow-up meetings with Alex during the internship. Strategies that were used with Alex during this program are shown in Table 1 and were mainly extrapolated from the recommendations of Joyce and Showers (1982) for teacher development. They included studying the theory of SE and moral development, discussing SE's curricular structure, reading articles about fair play and sporting behavior in PE, watching film of SE, and working on issues related to moral and sporting behavior through role-playing. In addition, Alex was asked to reflect on the degree to which he was able to promote moral and sporting behavior by keeping a reflective diary, writing daily critical incidents on the subject, and participating in stimulated recall interviews. This latter exercise involved Alex watching film of his own teaching and describing the thinking that led to specific actions during his lessons. Throughout the program, the importance of understanding the school context was emphasized as was the necessity for a foundation of good management, and the fact that making changes to student behaviors of this type would not be easy.

Also listed in Table 1 are strategies that Alex was encouraged to use during his SE seasons to promote moral and sporting behavior. These were drawn from a variety of scholars

Table 1

Training Program and SE Strategies

Strategies Used with Alex in the Intervention Program
<ul style="list-style-type: none"> • Study theory (Joyce & Showers, 1982) • Discussion (Joyce & Showers, 1982) • Reading articles • Observing film (Joyce & Showers, 1982) • Role play • Stimulated recall • Reflective diaries • Critical incident writing (Flanagan, 1954) • Emphasize managerial foundation (Joyce & Showers, 1982) • Emphasize difficulty of process (Joyce & Showers, 1982) • Focus on school context (Joyce & Showers, 1982)
Strategies Suggested for Alex to Employ in his SE Seasons
<ul style="list-style-type: none"> • Praise/prompt (Figley, 1984; Giebink & McKenzie, 1985) • Discussion (Bergmann-Drewe, 1999; Hassandra et al., 2007; Wandzilak, Carroll, & Anson, 1988) • Positive and negative pinpointing (Bermann-Drewe, 1999; Vidoni & Ward, 2009) • Reflection (Figley, 1984; Hassandra et al., 2007; Romance, Weiss, & Bockoven, 1986) • Sporting dilemmas (Figley, 1984; Gibbons & Ebbeck, 1997; Gibbons, Ebbeck & Weiss, 1995) • Fair play points system (Hastie & Sharpe, 1999; Vidoni & Ward, 2009) • Literacy/enthusiasm check sheet • Teacher modeling (Gibbons et al., 1995; Giebink & McKenzie, 1985; Hassandra et al., 2007) • Indirect teaching styles (Figley, 1984; Hassandra et al., 2007) • Cooperative activities (Gibbons et al., 1995; Hassandra et al., 2007; Romance et al., 1986) • Create task-involving climate (Mouratidou et al., 2007)

some of whom had employed them within more traditional forms of physical education and some of whom had tried them in SE. These strategies included praising and prompting moral and

sporting behavior as it occurred in lessons, discussing and reflecting on any and all aspects of sporting and moral behavior during teachable moments, and pinpointing examples of varying levels of moral and sporting behavior during lesson closures. In addition, Alex was asked to provide his pupils with specific moral dilemmas related to ultimate Frisbee at opportune moments during his SE seasons. Alex was also provided with different options for setting up a fair play points system within the competitive phases of his seasons and a check sheet by which he could evaluate pupils' literacy and enthusiasm. Alex was also encouraged to model good moral and sporting behaviors, shift to the use of indirect teaching styles as soon as possible, and to focus on providing cooperative tasks in which his students could engage. Finally, Alex was encouraged to construct a task-involving motivational climate in which the focus was on personal and team improvement within the sporting context.

Data Collection

Nine qualitative techniques were used to determine the extent to which the training program was successful in aiding Alex to promote moral and sporting behavior within his SE seasons. *Participant fieldwork* included filming both workshop sessions, making reflective notes on those sessions, and follow-up meetings with Alex. *Non-participant fieldwork* involved observing Alex's SE seasons and taking notes on his efforts to promote fair play and moral and sporting behavior. *Critical incidents* and *reflective diary* entries written by Alex during his SE seasons were also sources of data as were the transcripts of his *stimulated recall interviews*. In addition, Alex was *formally interviewed* twice. During the first interview, which took place prior to the workshop sessions, the focus was on gaining demographic information and data establishing his orientation to teaching and coaching and perspectives on moral and sporting development (Appendix H). The second formal interview took place after Alex had completed

teaching his SE seasons and was focused on his views as to how successful he was in promoting moral and sporting behavior during his SE seasons. In addition, Alex was asked about which components and aspects of the training program were useful and which unhelpful (Appendix I). Alex also supplied his teaching portfolio for *document analysis* and was *informally interviewed* at every opportunity. Finally, students in Alex's SE seasons were asked to participate in *focus group interviews* in groups of two to four. During these sessions, students were asked about their views on fair play and moral and sporting behavior. They were also asked to react to some short moral dilemmas within a sporting context and the degree to which their experiences in the SE seasons had helped improve their levels of fair play and moral and sporting behavior (Appendix J).

Data Analysis

Stage 1 of the data analysis involved identifying data which indicated (a) the extent to which Alex promoted fair play and moral and sporting behavior in his SE seasons, (b) the degree to which the students in Alex's classes behaved in a moral and sporting fashion and played fairly, and (c) the extent to which the training program helped Alex to promote moral and sporting behavior. Stage 2 involved breaking down each of these data sets using analytic induction and constant comparison (Goetz & LeCompte, 1984). Categories formed during this process were collapsed into useful themes. Triangulation, member checking, and searches for negative cases (Goetz & LeCompte, 1984) were used to establish credibility and trustworthiness.

Results and Discussion

Alex's Pedagogies

The themes that emerged from the data sub-set concerned with Alex's pedagogies reflected his early difficulties and his recovery and qualified success during the mid-to-latter part

of his two seasons. These themes were *managerial struggles*, *officiating issues*, *shifting from direct to indirect teaching styles*, and *modeling*.

Managerial struggles. Despite the training program's emphasis on setting up a sound managerial foundation at the beginning of SE seasons, like many student teachers, Alex struggled in this respect and was faced with a multitude of discipline problems in his early lessons. These consumed him and prevented him from implementing any of the strategies concerned with promoting sporting behavior and fair play.

Alex takes attendance and states, "Listen everyone, if you cannot quiet down, we will never get into actual activities today. Malik and Josh, you both need to sit down." Malik . . . slaps Josh on the neck and runs to the other side of the gym to sit in his squad line. Josh yells, "What was that for, I'm gonna get you," and runs directly after Malik. Alex tells Josh to "sit back down." (Field notes, class 2, lesson 1)

Today, many of the students really struggled with their listening skills. One of the hardest things I am having is with getting them to pay attention when I am talking. There are a few boys who consistently misbehave and I am having difficulty getting students to pay attention. If one student starts goofing off, it is like a chain reaction, I need to really focus on how to change this. (Alex, critical incident report, lesson 3)

With encouragement and some support from his cooperating teacher, Ms. Brown, however, Alex became more assertive and gradually gained control of his classes. Free from the continual worry of his lessons imploding, he also started focusing on sporting behavior and fair play.

I have noticed that since I focused a lot on behavior management they have improved and I can actually take more time to talk about sportsmanship and fair play and what we talked about during the workshops before the unit started, like the moral dilemmas. (Stimulated recall interview, class 2, lesson 8)

Officiating issues. During the preseason phase, Alex also made the common mistake of not specifically teaching his students to officiate. Initially, there was no instruction or discussion on the subjects of positioning, dealing with players who behaved poorly, impartiality, and key rules and regulations. In addition, Alex did not provide any guidance as to how players should

approach and interact with officials. Consequently, preseason “mock” games did not go well from a sporting and fair play perspective:

During the mock game, Hunter, who is sitting on the bleachers watching the game, begins arguing with Laura, who is officiating, about a call which he thinks she has missed: “Laura, that’s a travel, you have to call that, he took three extra steps!” Laura screams back, “No it wasn’t, that wasn’t a travel! Shut up!” Alex is standing at mid-court as the game is going on and overhears the conversation and encourages Laura: “Just keep going, you’re doing good.” However, he fails to speak with Hunter. (Field notes, class 1, lesson 3)

Alex recovered from this unpromising start by making a concerted effort to help the officials through both group and individual feedback and by curtailing player criticism of the officials by introducing his “fair play system.” This involved the officials awarding a maximum of 3 points to teams following the completion of competitive games. Criteria for these awards included supporting teammates and interacting in a positive fashion with the opposition and the referees.

During one of the mock games, both teams were really poor sports. Both teams consistently argued with either each other or the refs and neither team earned their sportsmanship points. I talked to them as a class, indicating that I expect them to do a better job and that that type of behavior isn’t acceptable. . . . I hope it goes better tomorrow. (Alex, critical incident report, lesson 3)

Shifting from direct to indirect teaching styles. Once Alex had laid the managerial foundation for his classes, he also began to shift his teaching style from being exclusively direct to being a mixture of both direct and indirect instruction:

Today, I really allowed the students to take over. The past couple of lessons I have been focused on doing a lot of stuff myself, but now that the students have a clear understanding of the rules, routines, and expectations and what they have to do, it was great to see them take over and me not having to be so directive. I think they enjoy the responsibility, too. They seem to be getting it. (Alex, critical incident report, lesson 7)

This shift allowed him to pose questions to the students that forced them to think about issues surrounding sporting behavior and fair play. Specifically, he used three key strategies in this

endeavor. These were the provision of individual feedback, group discussions, and the presentation of sporting moral dilemmas. Individual feedback was usually provided directly after Alex observed a student.

Following the second game, Alex walks over to Josh and says, “Josh you did a really nice job of officiating today. I like that you were confident in the calls you made and that you used your signals. Keep it up.” Josh responds: “Thanks, I thought it went well, both teams did well and weren’t arguing with me.” (Field notes, class 2, lesson 11)

Group discussions usually took place before lessons began or within lesson closures:

Like at the end of class most days, he [i.e., Alex] will specifically pick out people that have done a good job like either officiating or demonstrating good sportsmanship. And he tries to encourage everyone to always be like showing good sportsmanship and fair play. And it makes you feel good about yourself and to try to do better. (Maggie, focus group interview)

Alex has the students sit together in their respective teams and indicates that they should come up with specific examples of good sportsmanship that occurred within the day’s lesson and some examples of how the class could continue to improve. Jessica, meeting with her team, the Lightning, states, “I thought the Sharks did a good job against us, they didn’t argue with us or the refs.” Jack, her teammate then adds, “My behavior could probably improve. I think I lost it a couple times against the Braves.” (Field notes, class 2, lesson 9)

Dilemmas were either presented to students during lesson closures or the coaches were asked by Alex to discuss them with their teams during time within lessons specifically designated for this purpose.

He had us meet with our teams to talk about scenarios [i.e., moral dilemmas] that could occur and how to handle certain situations that could occur, like, in an ultimate game. For example, he had us talk to our team and decide what should be done if, like, two opponents caught the Frisbee at the same time. And that, like, happens quite a bit in games. And we decided, as a class, that if it happened we would solve it by doing rock, paper, scissors. I liked that because we were like a part of making the decisions of what to do because we voted on it as a class. (Axle, focus group interview)

He (Alex) also gave us examples of situations that could occur during our ultimate games. Like if someone traveled, but the refs didn’t see it, what should we do? We would discuss the situations as a team to figure out what we should do. I feel like stuff like that made an emphasis [*sic*] on some people, like made them want to tell the ref if they

committed a foul to be fair, but I don't think it made an emphasis [*sic*] on some of the more competitive students. (Chris, focus group interview)

Modeling. Finally, once he detected that some of his students were thinking about issues related to sporting behavior and fair play, Alex was very careful to model the kinds of thinking and behaviors he was espousing and to emphasize that his concept of these constructs involved players and officials engaging in positive actions as opposed to the absence of negative behaviors.

Alex recaps how the class did in terms of sporting behavior: "Nice job today during games, I am seeing some great examples of sportsmanship and fair play. Andrea, I liked how you always congratulated not only your teammates when they did something positive, but also your opponents." (Field notes, class 2, lesson 15)

Student Beliefs and Behaviors

Two main themes emerged from the analysis of the sub-set of data concerned with the students' responses to Alex's teaching. These were the students' *definition of sporting behavior and fair play* and the *differential effects on students*. They reflected the degree to which Alex was successful during the two seasons.

Definition of sporting behavior and fair play. Throughout the study, the students made no distinction between sporting behavior and fair play. At the beginning of the seasons, however, the majority of them defined these constructs in terms of avoiding unsporting behavior.

I think fair play has to do with not breaking the rules or like not being too aggressive during games, like, sometimes the boys are way too physical during sports, they take it too seriously and will, like, do whatever it takes to win, it's like, it's just a game chill out. (Lisa, focus group interview)

As the season wore on and Alex's pedagogies started to have a positive influence, virtually all the students shifted their definition to include the avoidance of unsporting behavior and the engagement in sporting behavior.

When I think of fair play and sporting behavior now, it's about playing the game the way it's supposed to be played. Like, respecting the calls of the refs, treating your opponents and your teammates like you want to be treated, and I guess just knowing that it's just a game. (Cindy, focus group interview)

Differential effects on students. While all the students improved their understanding of what sporting behavior and fair play involved, some groups fared better than others in terms of improving their behaviors. A small group of relatively high skilled and very competitive and aggressive boys with extensive experience of organized youth and school sport, for instance, began and ended the respective seasons “focused on winning” during game play provided they could do so without being sanctioned. This included “pushing opponents,” “stretching the rules,” “arguing with teammates and the refs,” “not calling yourself out if you knew you broke a rule, like traveling,” and “not playing all of your teammates equally.”

Asked to justify why Alissa didn't get to play during that second game,” Caleb, a highly athletic male and coach of the Sharks, responds, “Because she played almost the whole first game and our second game was really close, we needed to win, and she always messes-up.” (Field notes, class 1, lesson 16)

I play competitive sports outside of school, and like, they are way different than what we play in PE. I am our point guard in basketball and I am always aggressive and in the opponent's face, trying to get under their skin to psyche them out. I mean that's not what Mr. A (Alex) teaches us in school, but if the other team is going to do it I am going to do it, too; I want to win. (Malik, focus group interview)

Other relatively high skilled boys and most of the relatively high skilled “sporty” girls tempered their aggression and tendency to engage in sporting behaviors once they began to understand how Alex wanted them to behave and his rationale for this course of action.

I think he (Alex) does a good job with us. Like, he is always talking to us about making sure we show good sportsmanship and to not argue. And he tells us, like, every day to make sure we play fairly and be good sports. When we are actually playing, if he sees somebody arguing he will walk over to them and ask them to stop and just talk to them, and the ref will, like, not give that team their fair play points. I play a lot of sports, and he has helped me out a lot in trying to be a good sport. (Nick, focus group interview)

Yeah, he (Alex) has done a nice job, like, he talks about it, like, a few days ago he told us what good sportsmanship is and what bad sportsmanship is, so like, we discuss what we do right and wrong. We usually wouldn't do that with our normal PE teacher. We would usually just go straight to dressing out at the end of class, but Mr. A talks to us about it a lot. For me, being an athlete and competitive, when he talks to us about fair play and sportsmanship as a class I do a better job. (Mia, focus group interview)

Some of this group of relatively skilled boys and girls, however, regressed to behaving unfairly once the play-off phase of the season began and they were concerned about being eliminated from the competition.

During the second round of play-offs, Mikayla (a Laker) makes a nice catch in the end zone to score for her team, at which point she spikes the Frisbee onto the ground and gets into the face of her opponent, Avery, shouting, "Maybe next time you'll catch me." At this point Alex comes over and questions Mikayla's behavior saying, "Mikayla is that really appropriate?" Mikayla states, "Mr. A come on, you know that's part of the game." (Field notes, class 2, lesson 15)

In contrast, once relatively low skilled boys and girls, with little or no experience of organized sport, understood and saw the rationale for what Alex was espousing, they were more likely to participate in a sporting and fair fashion for the duration of the season, whatever the context.

Today's lessons went pretty well. I really liked that Max and Drew demonstrated great behavior, especially in the second game. Both boys are very positive with all of their classmates. I consistently see them congratulating other students no matter if they are on their team or not. (Alex, critical incident report)

At the end of the first play-off game between the Tornados and Panthers, Courtney (a Panther), makes sure she shook all of her opponents' hands even though her team has just lost. She then proceeds to walk over to Marcus (an official) and gives him a high five stating, "Nice job reffing, Marcus." (Field notes, class 2, lesson 15)

Regardless of which of these groups students belonged to, most believed that their ability to play in a fair and sporting manner had improved throughout the seasons. Some even suggested that this improvement had transferred to other sporting contexts.

I know because I'm very competitive I can tend to let my emotions get the best of me. . . . I might argue, at times, with my teammates or the opponents if things aren't going my

way. But since I have had Mr. A, I really have tried to control my emotions and not do that stuff anymore. Mr. A always tells us that it's just a game, and now I really kind of see that and I think my behavior has improved. (Mia, focus group interview)

Don't fuss at your players. . . . I used to do that a lot and I'm kind of glad Coach Alex came here cos . . . every time on the football field, if things didn't go my way, I'd yell at them [i.e., teammates] cos I'd get frustrated. Now that I've built up my expectations and know what should be expected of me. . . . I usually don't do that stuff. . . . I try to pick them up, make sure their head is high, even if they did make a bad play. (Josh, focus group interview)

In contrast, a few students thought that their classes' sporting behavior had not improved to the extent that it should have because the relatively high skilled and very competitive students had not heeded Alex.

I think we could do better. We have more competitive students in this class . . . so you see students not shaking hands and arguing. I think because they want to win. I definitely think we could do better. (Sam, focus group interview)

I feel like we could do better. . . . We are always arguing over calls the ref makes and we don't like shake hands at the end of the game. . . . And they'll argue over anything that goes against their teams because they just want to win. (Jessie, focus group interview)

Influence of the Training Program. The analysis of the study's third sub-set of data concerning the influence of the training program revealed three themes. These were: *general enthusiasm*, *key strategies to employ in SE seasons*, and *key elements of the training program*.

General enthusiasm. In general Alex was very positive about the training program, noting that it went above and beyond what he had been taught within his own PETE courses.

Just talking about the moral aspect with students and how that plays a part within the PE setting and really how important it is to keep that in mind when you are teaching. Looking at the classes I have had within the [PETE] program, we covered a lot of stuff, but we definitely didn't go into much depth about the aspects of moral behavior, sportsmanship, and fair play. . . . A lot of what the training program showed me was things that I didn't really know. (Alex, formal interview 2)

Alex also suggested that much of what he had learned in the training program, he would attempt to incorporate into his teaching when he acquired a full-time job on graduating.

After going through the training program and teaching the SE unit with it as a strong focus, I am definitely going to continue to emphasize. . . . fair play and sportsmanship with future classes. Just thinking back to my elementary internship teaching experience, I tried to preach good sportsmanship, but it wasn't near the extent that I focused on it with my middle school classes. (Alex, formal interview 2)

Key strategies to employ in SE seasons. Not surprisingly, Alex was most enthusiastic about the strategies that he employed most often and found most useful in his SE seasons. Again, these were the moral dilemmas, discussions, and individual feedback.

I saw two students just the other day both catch the Frisbee at the same time and because we had talked about it during one of the moral dilemmas they didn't argue, they immediately solved the issue by doing rock, paper, scissors. I've seen that happen a ton of times. That is something I'm definitely going to use in the future. (Alex, formal interview 2)

I think the discussions I had with students were beneficial, whether it was talking about sportsmanship and fair play at the beginning of class or at the end. I really think the students saw that it was really important for them to be a good sport because they knew I was serious about it based on how much we talked about it. (Alex, formal interview 2)

As far as holding them [i.e., the students] accountable during gameplay, if I saw students behaving inappropriately, like, for example, if a student didn't agree with a call, they might throw the Frisbee on the ground or up in the air. When that would happen I would take them aside and talk with them one-on-one and ask why they did it and if their behavior was what good sportsmanship looks like. I would also ask them how they can improve so that it wouldn't happen again. (Alex, formal interview 2)

Key elements of the training program. Alex was much less forthcoming about which elements were most effective within the training program. As illustrated in the following data extracts, however, he was particularly enthusiastic about discussions held within the program, the use of critical incident reflections, and the emphasis on creating a managerial foundation at the beginning of an SE season.

I thought just talking with you about the different examples of appropriate and inappropriate sporting behavior and how to effectively deal with students was really helpful. Initially, I guess, I didn't see it as really being that important, but once I actually got into the unit and started using various strategies that we had discussed, I definitely began to notice that the time we spent in the workshop was helpful. (Alex, formal interview 2)

I did enjoy the critical incident writing after my classes. . . . It made me immediately think about what the key aspects of the classes were each day. And if class went really well, I always tried to think about why that was. And on the flip side if classes didn't go that well, I also tried to think about why that was and adjust my next classes accordingly. (Alex, formal interview 2)

That first week with my students was pretty stressful. . . . I know we had talked about how important it would be to set that managerial foundation with students and clearly define my expectations with them, but I struggled with it and took it for granted early on which made my job even more difficult. . . . But then I really tried to focus on establishing a managerial protocol with my classes. I really noticed students come around with their behavior, once they knew that I was serious. (Alex, formal interview 2)

Summary and Conclusions

The main conclusion to be drawn from this study is that the training program had a profound influence on Alex who in turn had a significant impact on his students. Specifically, the training program provided Alex with strategies that were compatible with the SE model and that he was able to use to enhance his students' understanding and exhibition of fair play and sporting behavior. Moreover, the training program instilled the will in Alex to take this course of action. This success was all the more remarkable given that Alex faced significant managerial problems at the beginning of his two seasons and possessed a moderate coaching orientation which previous research suggested would lead him to delivering a conservative version of SE that might encourage immoral and unsporting behavior (Brock & Hastie, 2007; Curtner-Smith et al., 2008; Parker & Curtner-Smith, 2012).

The students in the study began their respective seasons between Kohlberg's (1976) pre-conventional and conventional levels of moral development. Many of them had been socialized into the norms of sporting participation through the powerful institution of organized youth and school sport. Unfortunately, these norms were mostly negative and so a large proportion of students believed that it was acceptable and even desirable to behave unfairly and

in unsporting ways if they could get away with it. Their main motivation for engaging in fair play and sporting behavior at this stage was concern about facing sanctions if they did not.

That Alex managed to get many students to begin to think and act at Kohlberg's (1976) postconventional level of moral development as the two seasons progressed was a testament to the utility of the strategies he employed and the strength of the relationship he formed with the students. The fact that he did not change the thinking or behaviors of some highly skilled students at all, and that the behaviors of other students in this category regressed once the seasons became more competitive, illustrated just how powerful the negative influences of the institution of organized youth and school sport can be.

Future research might examine the degree to which the results of the current study transfer. For example, it would be useful to find out if the package that made up the intervention program in the current study is effective when used within conventional PETE program methods courses or professional development training with groups of preservice and inservice teachers as opposed to an individual preservice teacher as in this study. In addition, and in line with the thinking of Farias et al. (2015), it would be useful to find out if trained teachers are able to be more effective in countering the powerful socializing influence of institutionalized sport if they employ the strategies that served Alex so well over multiple SE seasons. Finally, it would also be helpful to determine the extent to which apparently robust and stable student thought and action exhibited at the postconventional level in SE season's transfers to and holds up within organized sport outside the PE setting.

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APPENDIX A
IRB Approval Letter

Office for Research
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

June 17, 2014

Ben Schwamberger
Department of Kinesiology
College of Education
Box # 870312

Re: IRB# 14-OR-230 "Sporting Behavior in Physical Education: Case Studies of Preservice Physical Education Teachers"

Dear Mr. Schwamberger,

The University of Alabama Institutional Review Board for the Protection of Human Subjects (IRB) has reviewed your research protocol titled "Sporting Behavior in Physical Education: Case Studies of Preservice Physical Education Teachers." Following review the IRB has granted pre-authorization for your research protocol. The IRB requests that you provide a statement of permission to conduct research from each school district listed in your project. Following receipt of the letters an approval letter will be granted by the IRB.

If I can be of further assistance please feel free to contact me

Sincerely,

Director & Research Compliance Officer
Office of Research Compliance
The University of Alabama



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APPENDIX B

Script for the First Formal Interview with Lindsey

Demographic Information (multiple prompts allowed)

- How old are you?
- Where were you born?
- What is your race?
- What is your gender?
- What is your ethnic origin?

*No need to ask questions in this section when answers are obvious.

Orientation to Teaching/Coaching and Acculturation (multiple prompts allowed)

- Why did you decide to become a PE teacher?
- How important is the role of teaching PE for you?
- How important is the role of coaching sport for you?
- What would your ideal job be upon graduating?
- Which individuals were most influential on your decision to enter a PETE program?
- Were your parents/guardians, siblings and close relatives active in physical activity and in sport? Please explain.
- Were you physically active during your childhood and adolescence? Please explain.
- As a child and adolescent, which physical activities and sports did you participate and at what level did you participate?
- Describe PE programs you have experienced at the elementary, middle, and high school levels.
- Describe the extracurricular sport programs at the schools you attended.
- Describe the PE teachers and other teacher-coaches who coached your extracurricular sports teams.
- Describe the individuals who coached you in any sports outside the school setting.
- Have you participated in sport and physical activity during your college career?
- Are you currently taking part in sport and physical activity on a regular basis?

Views on Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How would you define and describe moral behavior?
- Can you give me examples of moral behavior in sport and PE?
- How would you define and describe sporting behavior?
- Can you give me examples of sporting behavior in sport and PE?
- How would you define and describe fair play?
- Can you give me examples of fair play in sport and PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in extracurricular school sport?

- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within your own PE programs and extracurricular sport.
- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within the sports programs in which you participated outside the school setting.

- As a future PE teacher/coach, what role do you feel you should play in teaching students about moral behavior, sporting behavior, and fair play?
- In terms of teaching moral behavior, sporting behavior, and fair play, would your role change or differ in PE and extracurricular sport?
- When teaching PE to date, what levels of moral behavior, sporting behavior, and fair play have you observed among students?
- Why would students in PE lessons demonstrate high levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Why would students in PE lessons demonstrate low levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Have the PETE classes that you have taken thus far prepared you to teach students about moral behavior, sporting behavior, and fair play?

APPENDIX C

Script for the Second Formal Interview with Lindsey

Reflection on Teaching Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How much emphasis did you put on teaching students moral behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students sporting behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students fair play in the SE units you recently completed?
- To what extent did you hold students accountable for displaying moral and sporting behavior and playing fairly during the SE seasons you recently completed?
- Can you provide any examples of how you taught students to behave in a moral fashion during your SE seasons?
- Can you provide any examples of how you taught students to behave in a sporting fashion during your SE seasons?
- Can you provide any examples of how you taught students to play fairly during your SE seasons?
- To what extent did the students in your SE seasons demonstrate moral behavior?
- To what extent did the students in your SE seasons demonstrate sporting behavior?
- To what extent did the students in your SE seasons play fairly?
- What difficulties, if any, did you encounter in terms of students not displaying moral and sporting behavior or playing fairly during your SE seasons?
- What do you believe were some of the underlying reasons for students in your SE seasons displaying low levels of moral and sporting behavior or playing unfairly?
- In what elements of your SE seasons did high levels of moral behavior, sporting behavior, and fair play occur?
- In what elements of your SE seasons did low levels of moral behavior, sporting behavior and fair play occur?
- If problems did arise with students' moral and sporting behavior and their ability to play fairly, how did you handle them?
- Were there specific strategies that you used when dealing with any occurrences of immoral behavior, poor sporting behavior, and unfair play?
- How did students respond when you attempted to intervene when they demonstrated poor moral and sporting behavior and played unfairly?
- Did your students have a clear understanding of what it meant to behave morally and sportingly and to play fairly during your SE seasons?
- Did your students' levels of moral behavior, sporting behavior, and the degree to which they played fairly change during the course of the SE seasons you taught?
- Did all of your students display similar levels of moral behavior, sporting behavior, and the ability to play fairly during the SE seasons you taught?

APPENDIX D

Script for Student Focus Group Interviews

Perceptions of Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- What does the term moral behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of moral behavior in a PE lesson?
- What does the term sporting behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of sporting behavior in a PE lesson?
- What does the term fair play mean to you?
- Can you give me examples of someone playing fairly and unfairly in a PE lesson?

Development of Moral Behavior, Sporting Behavior, and Fair Play during SE (multiple prompts allowed)

- To what extent do you think you and the rest of your classmates behaved in a sporting manner and played fairly during your PE lessons with Ms. Lindsey?
- Can you give me some examples of some very good sporting behavior you witnessed in your lessons with Ms. Lindsey?
- Can you give me some examples of some very bad sporting behavior you witnessed in your lessons with Ms. Lindsey?
- Can you give me some examples of fair play during your lessons with Ms. Lindsey?
- Can you give me some examples of unfair play during your lessons with Ms. Lindsey?
- Did you or your classmates learn anything about sporting behavior and fair play in your lessons with Ms. Lindsey?
- Did you and your classmates' level of sporting behavior improve, get worse, or stay the same during the PE lessons you had with Ms. Lindsey?
- Do you think it is important to behave in a sporting manner and play fairly in PE lessons?
- Do you think it is important to behave in a sporting manner and play fairly in competitive sports?
- What is most important in PE lessons—displaying high levels of sporting behavior and playing fairly or winning?
- What is most important in competitive sports—displaying high levels of sporting behavior and playing fairly or winning?

Scenario Questions (multiple prompts allowed)

- Jane, playing for the Jaguars, is about to score a lay-up in the last seconds of a basketball game which will give her team the win. Paula, playing for the Bears, has the option of fouling Jane to make absolutely sure that she does not score or trying to block the shot.
 - What would you do if you were Paula?
- Playing on the Bees soccer team, Michelle shoots towards the top corner of the goal and the goalkeeper is beaten. Pam, an outfield player for the Wasps, is standing on the goal line. She has the option of letting the ball go in the goal for a score or using her hand illegally to stop the ball entering the goal.
 - What would you do if you were Pam?
- Samantha dives to make a catch for the final “out” in the championship game of a softball tournament but traps the ball on the ground rather than catching it cleanly. The official,

not realizing that the ball has been trapped, makes the decision that the batter is out. Samantha has the option of keeping quiet and letting the official's decision stand or indicating that she trapped the ball.

- What would you do if you were Samantha?
- Jessica is playing a game of golf during which she takes a swing and misses the ball completely. Haley, her opponent, isn't watching and does not realize that this has happened. Jessica has the option of telling Haley what happened and so adding a stroke to her score or keeping quiet.
 - What would you do if you were Jessica?
- Jenna is playing a game of tennis and hits the ball just as it bounces for a second time. Penney does not realize that the ball has bounced twice and carries on playing, eventually losing the point. Jenna has the option of telling Penney that the ball bounced twice and so losing the point or keeping quiet and so winning the point.
 - What would you do if you were Jenna?

APPENDIX E

Script for the First Formal Interview with Derrick

Demographic Information (multiple prompts allowed)

- How old are you?
- Where were you born?
- What is your race?
- What is your gender?
- What is your ethnic origin?

*No need to ask questions in this section when answers are obvious.

Orientation to Teaching/Coaching and Acculturation (multiple prompts allowed)

- Why did you decide to become a PE teacher?
- How important is the role of teaching PE for you?
- How important is the role of coaching sport for you?
- What would your ideal job be upon graduating?
- Which individuals were most influential on your decision to enter a PETE program?
- Were your parents/guardians, siblings and close relatives active in physical activity and in sport? Please explain.
- Were you physically active during your childhood and adolescence? Please explain.
- As a child and adolescent, which physical activities and sports did you participate, and at what level did you participate?
- Describe PE programs you have experienced at the elementary, middle and high school levels.
- Describe the extracurricular sport programs at the schools you attended.
- Describe the PE teachers and other teacher-coaches who coached your extracurricular sports teams.
- Describe the individuals who coached you in any sports outside the school setting.
- Have you participated in sport and physical activity during your college career?
- Are you currently taking part in sport and physical activity on a regular basis?

Views on Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How would you define and describe moral behavior?
- Can you give me examples of moral behavior in sport and PE?
- How would you define and describe sporting behavior?
- Can you give me examples of sporting behavior in sport and PE?
- How would you define and describe fair play?
- Can you give me examples of fair play in sport and PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in extracurricular school sport?
- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within your own PE programs and extracurricular sport.
- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within the sports programs in which you participated outside the school setting.

- As a future PE teacher/coach, what role do you feel you should play in teaching students about moral behavior, sporting behavior, and fair play?
- In terms of teaching moral behavior, sporting behavior, and fair play, would your role change or differ in PE and extracurricular sport?
- When teaching PE to date, what levels of moral behavior, sporting behavior, and fair play have you observed among students?
- Why would students in PE lessons demonstrate high levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Why would students in PE lessons demonstrate low levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Have the PETE classes that you have taken thus far prepared you to teach students about moral behavior, sporting behavior, and fair play?

APPENDIX F

Script for the Second Formal Interview with Derrick

Reflection on Teaching Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How much emphasis did you put on teaching students moral behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students sporting behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students fair play in the SE units you recently completed?
- To what extent did you hold students accountable for displaying moral and sporting behavior and playing fairly during the SE seasons you recently completed?
- Can you provide any examples of how you taught students to behave in a moral fashion during your SE seasons?
- Can you provide any examples of how you taught students to behave in a sporting fashion during your SE seasons?
- Can you provide any examples of how you taught students to play fairly during your SE seasons?
- To what extent did the students in your SE seasons demonstrate moral behavior?
- To what extent did the students in your SE seasons demonstrate sporting behavior?
- To what extent did the students in your SE seasons play fairly?
- What difficulties, if any, did you encounter in terms of students not displaying moral and sporting behavior or playing fairly during your SE seasons?
- What do you believe were some of the underlying reasons for students in your SE seasons displaying low levels of moral and sporting behavior or playing unfairly?
- In what elements of your SE seasons did high levels of moral behavior, sporting behavior and fair play occur?
- In what elements of your SE seasons did low levels of moral behavior, sporting behavior, and fair play occur?
- If problems did arise with students' moral and sporting behavior and their ability to play fairly, how did you handle them?
- Were there specific strategies that you used when dealing with any occurrences of immoral behavior, poor sporting behavior, and unfair play?
- How did students respond when you attempted to intervene when they demonstrated poor moral and sporting behavior and played unfairly?
- Did your students have a clear understanding of what it meant to behave morally and sportingly and to play fairly during your SE seasons?
- Did your students' levels of moral behavior, sporting behavior, and the degree to which they played fairly change during the course of the SE seasons you taught?
- Did all of your students display similar levels of moral behavior, sporting behavior, and the ability to play fairly during the SE seasons you taught?

APPENDIX G

Script for Student Focus Group Interviews

Perceptions of Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- What does the term moral behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of moral behavior in a PE lesson?
- What does the term sporting behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of sporting behavior in a PE lesson?
- What does the term fair play mean to you?
- Can you give me examples of someone playing fairly and unfairly in a PE lesson?

Development of Moral Behavior, Sporting Behavior, and Fair Play during SE (multiple prompts allowed)

- To what extent do you think you and the rest of your classmates behaved in a sporting manner and played fairly during your PE lessons with Mr. Derrick?
- Can you give me some examples of some very good sporting behavior you witnessed in your lessons with Mr. Derrick?
- Can you give me some examples of some very bad sporting behavior you witnessed in your lessons with Mr. Derrick?
- Can you give me some examples of fair play during your lessons with Mr. Derrick?
- Can you give me some examples of unfair play during your lessons with Mr. Derrick?
- Did you or your classmates learn anything about sporting behavior and fair play in your lessons with Mr. Derrick?
- Did you and your classmates' level of sporting behavior improve, get worse, or stay the same during the PE lessons you had with Mr. Derrick?
- Do you think it is important to behave in a sporting manner and play fairly in PE lessons?
- Do you think it is important to behave in a sporting manner and play fairly in competitive sports?
- What is most important in PE lessons—displaying high levels of sporting behavior and playing fairly or winning?
- What is most important in competitive sports—displaying high levels of sporting behavior and playing fairly or winning?

Scenario Questions (multiple prompts allowed)

- Jim, playing for the Jaguars, is about to score a lay-up in the last seconds of a basketball game which will give his team the win. Paul, playing for the Bears, has the option of fouling Jim to make absolutely sure that he does not score or trying to block the shot.
 - What would you do if you were Paul?
- Playing on the Bees soccer team, Michael shoots towards the top corner of the goal and the goalkeeper is beaten. Pat, an outfield player for the Wasps, is standing on the goal line. He has the option of letting the ball go in the goal for a score or using his hand illegally to stop the ball entering the goal.
 - What would you do if you were Pat?
- Matt dives to make a catch for the final “out” in the championship game of a baseball tournament but traps the ball on the ground rather than catching it cleanly. The official,

not realizing that the ball has been trapped, makes the decision that the batter is out. Matt has the option of keeping quiet and letting the official's decision stand or indicating that he trapped the ball.

- What would you do if you were Matt?
- Peter is playing a game of golf during which he takes a swing and misses the ball completely. Calvin, his opponent, isn't watching and does not realize that this has happened. Peter has the option of telling Calvin what happened and so adding a stroke to his score or keeping quiet.
 - What would you do if you were Peter?
- Jeremy is playing a game of tennis and hits the ball just as it bounces for a second time. Phil does not realize that the ball has bounced twice and carries on playing, eventually losing the point. Jeremy has the option of telling Phil that the ball bounced twice and so losing the point or keeping quiet and so winning the point.
 - What would you do if you were Jeremy?

APPENDIX H

Script for the First Formal Interview with Alex

Demographic Information (multiple prompts allowed)

- How old are you?
- Where were you born?
- What is your race?
- What is your gender?
- What is your ethnic origin?

*No need to ask questions in this section when answers are obvious.

Orientation to Teaching/Coaching and Acculturation (multiple prompts allowed)

- Why did you decide to become a PE teacher?
- How important is the role of teaching PE for you?
- How important is the role of coaching sport for you?
- What would your ideal job be upon graduating?
- Which individuals were most influential on your decision to enter a PETE program?
- Were your parents/guardians, siblings and close relatives active in physical activity and in sport? Please explain.
- Were you physically active during your childhood and adolescence? Please explain.
- As a child and adolescent, which physical activities and sports did you participate and at what level did you participate?
- Describe PE programs you have experienced at the elementary, middle, and high school levels.
- Describe the extracurricular sport programs at the schools you attended.
- Describe the PE teachers and other teacher-coaches who coached your extracurricular sports teams.
- Describe the individuals who coached you in any sports outside the school setting.
- Have you participated in sport and physical activity during your college career?
- Are you currently taking part in sport and physical activity on a regular basis?

Views on Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How would you define and describe moral behavior?
- Can you give me examples of moral behavior in sport and PE?
- How would you define and describe sporting behavior?
- Can you give me examples of sporting behavior in sport and PE?
- How would you define and describe fair play?
- Can you give me examples of fair play in sport and PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in PE?
- To what extent do you believe moral behavior, sporting behavior, and fair play should be taught in extracurricular school sport?

- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within your own PE programs and extracurricular sport.
- Describe the extent to which moral behavior, sporting behavior, and fair play were emphasized within the sports programs in which you participated outside the school setting.

- As a future PE teacher/coach, what role do you feel you should play in teaching students about moral behavior, sporting behavior, and fair play?
- In terms of teaching moral behavior, sporting behavior, and fair play, would your role change or differ in PE and extracurricular sport?
- When teaching PE to date, what levels of moral behavior, sporting behavior, and fair play have you observed among students?
- Why would students in PE lessons demonstrate high levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Why would students in PE lessons demonstrate low levels of moral behavior, sporting behavior, and fair play during PE lessons?
- Have the PETE classes that you have taken thus far prepared you to teach students about moral behavior, sporting behavior, and fair play?

APPENDIX I

Script for the Second Formal Interview with Alex

Reflection on Teaching Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- How much emphasis did you put on teaching students moral behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students sporting behavior in the SE units you recently completed?
- How much emphasis did you put on teaching students fair play in the SE units you recently completed?
- To what extent did you hold students accountable for displaying moral and sporting behavior and playing fairly during the SE seasons you recently completed?
- Can you provide any examples of how you taught students to behave in a moral fashion during your SE seasons?
- Can you provide any examples of how you taught students to behave in a sporting fashion during your SE seasons?
- Can you provide any examples of how you taught students to play fairly during your SE seasons?
- To what extent did the students in your SE seasons demonstrate moral behavior?
- To what extent did the students in your SE seasons demonstrate sporting behavior?
- To what extent did the students in your SE seasons play fairly?
- What difficulties, if any, did you encounter in terms of students not displaying moral and sporting behavior or playing fairly during your SE seasons?
- What do you believe were some of the underlying reasons for students in your SE seasons displaying low levels of moral and sporting behavior or playing unfairly?
- In what elements of your SE seasons did high levels of moral behavior, sporting behavior, and fair play occur?
- In what elements of your SE seasons did low levels of moral behavior, sporting behavior, and fair play occur?
- If problems did arise with students' moral and sporting behavior and their ability to play fairly, how did you handle them?
- Were there specific strategies that you used when dealing with any occurrences of immoral behavior, poor sporting behavior, and unfair play?
- How did students respond when you attempted to intervene when they demonstrated poor moral and sporting behavior and played unfairly?
- Did your students have a clear understanding of what it meant to behave morally and sportingly and to play fairly during your SE seasons?
- Did your students' levels of moral behavior, sporting behavior, and the degree to which they played fairly change during the course of the SE seasons you taught?
- Did all of your students display similar levels of moral behavior, sporting behavior, and the ability to play fairly during the SE seasons you taught?

Reflection on the Efficacy of the Training Program (multiple prompts allowed)

- What, if anything, did you learn from the training program on moral and sporting development?
- Which components of the training program were most useful?
- Which components of the training program were least useful?

- What, if any, changes would you recommend making to the training program in the future when it is used with other PTs?

APPENDIX J

Script for Student Focus Group Interviews

Perceptions of Moral Behavior, Sporting Behavior, and Fair Play (multiple prompts allowed)

- What does the term moral behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of moral behavior in a PE lesson?
- What does the term sporting behavior mean to you?
- Can you give me examples of someone showing a high level and a low level of sporting behavior in your PE lesson?
- What does the term fair play mean to you?
- Can you give me examples of someone playing fairly and unfairly in a PE lesson?

Development of Moral Behavior, Sporting Behavior, and Fair Play during SE (multiple prompts allowed)

- To what extent do you think you and the rest of your classmates behaved in a sporting manner and played fairly during your PE lessons with Mr. Alex?
- Can you give me some examples of some very good sporting behavior you witnessed in your lessons with Mr. Alex?
- Can you give me some examples of some very bad sporting behavior you witnessed in your lessons with Mr. Alex?
- Can you give me some examples of fair play during your lessons with Mr. Alex?
- Can you give me some examples of unfair play during your lessons with Mr. Alex?
- Did you or your classmates learn anything about sporting behavior and fair play in your lessons with Mr. Alex?
- Did you and your classmates' level of sporting behavior improve, get worse, or stay the same during the PE lessons you had with Mr. Alex?
- Do you think it is important to behave in a sporting manner and play fairly in PE lessons?
- Do you think it is important to behave in a sporting manner and play fairly in competitive sports?
- What is most important in PE lessons—displaying high levels of sporting behavior and playing fairly or winning?
- What is most important in competitive sports—displaying high levels of sporting behavior and playing fairly or winning?

Scenario Questions (multiple prompts allowed)

- Jim/Jane, playing for the Jaguars, is about to score a lay-up in the last seconds of a basketball game which will give his/her team the win. Paul/Paula, are playing for the Bears, has the option of fouling Jim/Jane to make absolutely sure that he/she does not score or trying to block the shot.
 - What would you do if you were Paul/Paula?
- Playing on the Bees soccer team, Michael/Michelle shoots towards the top corner of the goal and the goalkeeper is beaten. Pat/Pam, an outfield player for the Wasps, is standing on the goal line. He/she has the option of letting the ball go in the goal for a score or using his/her hand illegally to stop the ball entering the goal.
 - What would you do if you were Pat/Pam?

- Matt/Samantha dives to make a catch for the final “out” in the championship game of a softball tournament but traps the ball on the ground rather than catching it cleanly. The official, not realizing that the ball has been trapped, makes the decision that the batter is out. Matt/Samantha has the option of keeping quiet and letting the official’s decision stand or indicating that he/she trapped the ball.
 - What would you do if you were Matt/Samantha?
- Peter/Jessica is playing a game of golf during which he/she takes a swing and misses the ball completely. Calvin/Haley, his/her opponent, isn’t watching and does not realize that this has happened. Peter/Jessica has the option of telling Calvin/Haley what happened and so adding a stroke to his/her score or keeping quiet.
 - What would you do if you were Peter/Jessica?
- Jeremy/Jenna is playing a game of tennis and hits the ball just as it bounces for a second time. Phil/Penney does not realize that the ball has bounced twice and carries on playing, eventually losing the point. Jeremy/Jenna has the option of telling Phil/Penney that the ball bounced twice and so losing the point or keeping quiet and so winning the point.
 - What would you do if you were Jeremy/Jenna?